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ABSTRACT

The purpose of this study is to consider methods for providing adequate library and information services for U. S. international education programs. The state of U.S. library resources for the following eight world-area programs was reviewed to determine common library needs and problems: Africa, East Asia, Latin America, Middle East, South Asia, Southeast Asia, Soviet Union and Eastern Europe, and Western Europe. Findings include the need for bibliographic control of materials and better coordination in their acquisition and dissemination; development of more highly specialized bibliographers; and elimination of unnecessary duplication of effort. Two of the many recommendations made are the creation of an organization to plan and coordinate library services for area study programs throughout the country and the development of large multipurpose regional resource centers. (Author/RM)

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Library Resources for International Education

SO 008 568

A Report Submitted by the
Task Force on Library and
Information Resources

to the

Government/Academic Interface Committee
International Education Project
American Council on Education

Occasional Paper No. 1

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LIBRARY RESOURCES

FOR

INTERNATIONAL EDUCATION

A Report Submitted by the

Task Force on Library and

Information Resources

to the

Government/Academic Interface Committee
International Education Project
American Council on Education

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FOREWORD

In May of 1972, the Assistant Secretary of Educational and Cultural Affairs of the Department of State called together a group of scholars and government officials with major interests in international education. The purpose of that meeting was to explore the possibilities of improving the interaction between the academic community and government agencies on a variety of issues in the international field and to determine a suitable forum or mechanism for such interaction in the future.

Representatives of approximately a dozen Federal executive agencies, in addition to representatives of the major area, international, and professional studies associations, attended that session. A small follow-up committee conceived the notion of government/academic task forces to explore various aspects of international education.

When the International Education Project of the American Council on Education was established in 1973, it assumed responsibility for the logistical support and overall direction of the task force endeavor. With the financial assistance of the Bureau of Educational and Cultural Affairs of the Department of State, the Ford Foundation, the Council on Library Resources, the National Science Foundation and the Longview Foundation, five task forces were created in late 1973 and early 1974: (1) Diffusion; (2) Overseas Professional Skills Reinforcement; (3) Transnational Collaborative Research; (4) Language Competencies; and (5) Library Resources. A Government/Academic Interface Committee was established as a general coordinating and policy council.

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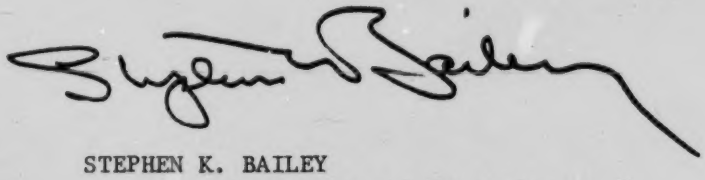
This report, Library Resources for International Education, is the first of a series of occasional papers which is being issued by the International Education Project. The purpose of the series is to share the reports of the task forces, as well as other critical studies, with the wide variety of institutions, associations, and persons involved in and interested in international education. It is our hope that these reports will contribute to the improvement of international education by combining information of an historical and descriptive nature with analyses and recommendations of specific policy relevance.



STEPHEN K. BAILEY
Director, International Education
Project and Vice President,
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PREFACE

The Association of Research Libraries welcomed the opportunity to participate in the work of the Government/Academic Interface Committee on International Education of the American Council on Education. As an element of that participation the ARL accepted responsibility for the formation of a Task Force on Library and Information Resources in order to study the problems involved and to produce a report on them for the consideration of the parent committee. It was agreed by the Committee that an assessment of resources and needs was an essential element of its over-all task.

The several ARL committees concerned with collection development in support of international education or language and area studies were deeply involved in providing the basic information and in reporting the problems they and their colleagues had identified as critical. Similarly members of several area associations who are concerned with library resources as well as individual specialists known to be interested and informed shared their knowledge and experience with the Task Force and its Coordinator. With the generous cooperation of these librarians, bibliographers, and area and language specialists, it was possible in a relatively brief period to get a candid picture of the present situation and to identify and consider existing problems and those likely to arise in the years ahead. Recommendations intended to solve or lead to solutions of these problems were suggested by the Task Force.

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It was fortunate that John Berthel, University Librarian, Johns Hopkins University, was able to take brief, temporary leave to serve as Coordinator of the Task Force. He had the difficult assignment of mastering a series of reports from specialists, evaluating a mass of material and organizing it into a presentation that would be clear and cogent. This report is the result of that effort. A first draft version of the report benefited from a critical review by the Task Force. A revised, preliminary edition was distributed to members of the Task Force with a request that corrections and additions be reported for inclusion in the final report. The report as presented here embodies these suggestions. In succinct form it presents a comprehensive view of the past and present conditions of library resources for international education and it points the way toward a soundly-based program for the future.

In many cases, the Task Force members and the Council of Advisors presented far more material than it was possible to include in the report. To the extent that material was summarized or was used selectively, the report can be considered incomplete and in a sense inaccurate. Every effort has been made to avoid errors of fact and an equally intense effort has been made to depict in tone and presentation the situation as it was reported even though details have been omitted. Despite the reviews of the report and checking of factual information by Mr. Berthel and the ARL staff, it is to be expected that there are still errors in this document. For all such shortcomings either of omission or commission we ask the reader's indulgence. The report is as good as we could make it under

the limitations imposed by the schedule of the parent committee. Reports of serious errors may be sent to the Association of Research Libraries.

The Association of Research Libraries is indebted to the members of the Task Force, who met on three separate occasions in 1974, and to the Council of Advisors, who joined the Task Force for a one-day meeting, for their generous cooperation and assistance in this endeavor. The information presented and discussed at these meetings provided the substance of the report.

The Association wishes also to express its appreciation to Dr. Stephen K. Bailey, Chairman of the Committee, and to Dr. Rose Lee Hayden, Associate Director, for encouragement and assistance in developing this report.

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Introduction

The purpose of this study is to consider methods and means of providing adequate library and information services in support of the field of international education in the 1970's and beyond. It is based upon the thoughtful opinions of some 50 scholars, administrators, and library and information specialists who served on the Task Force, on the larger Council of Advisors, or in positions of responsibility in five institutions visited by the writer, that conduct or support programs in international education.*

The report attempts to present an overview of the state-of-the-art in respect to the libraries designed to serve these programs, the library needs that remain unsatisfied, organizational and financial considerations, and recommendations concerning future action.

Although this country emerged as a world power in the first two decades of this century, in-depth knowledge of the societies and cultures that stretched beyond the geographical limits of North America and Western Europe remained somewhat limited until the years immediately following World War II. Area studies did exist in a modest number of institutions before this time. For example, Russian studies were introduced in the 1890's and a few Latin American programs were developed in the first quarter of this century, but these early efforts were the exception rather than the rule.

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* Institutions visited: Columbia University, Library of Congress, University of Chicago, Northwestern University, and the University of California, Berkeley.

Area studies, enjoying as they did a rapid, in certain instances, a phenomenal growth in the 1950's and 60's, received a degree of financial support unprecedented in their brief history during the period of academic affluence that followed the launching of Sputnik in 1957. Comparable support did not always follow naturally for the libraries charged with serving these programs, although they too shared in this remarkable advance.

Now we are faced with a much tighter budgetary situation, further confounded by a severe inflation, and institutions are examining ever more seriously their purposes and objectives, their methods of fiscal management, and developing new lists of priorities in respect to programs. There are those involved with area studies who fear for the future of these programs which admittedly are high cost operations because of the disciplinary, linguistic, and technical sophistication required to sustain them at high quality levels.

It is a proper question to ask why it is important for this country and its institutions to assign a reasonably high priority to the continued support of international education now and into the future when so many causes clamor for attention. This question is one to which the Government/Academic Interface Committee on International Education has given its attention, but it appears obvious that never in our history has it been as necessary for this country's citizens to understand the motivations and life styles of the other societies and cultures that comprise our world. On an ever-shrinking planet, faced with declining resources, burgeoning populations, and an intensified

competition by blocs of nations for a larger share of the world's goods, we either grow in understanding, deepen our perception of the situation, or possibly, perish. It may be that one of the more useful intellectual approaches for achieving this necessary perception lies in area studies which, at their best recognize that all subjects are interrelated through the single mind of man, and that we shall never be able to carve up the domain of thought along narrow fixed lines.

Accepting the value of encouraging the further development of international education in the future, recognizing that the brief period of affluence in the 1950's and 60's may have been a temporary experience, what needs to be done at the library level to assure adequate continuing support to these programs? Granting that institutions can no longer pursue a philosophy of unrestricted free enterprise, how can we best mobllize our minds, our available financial resources, and our energies to assure that the very real and important achievements of the recent past are not wasted or left to atrophy?

It is important to recognize that even at the height of the affluent period there were deep-rooted and unresolved problems confronting libraries attempting to serve programs in international education. It is undoubtedly true that conditions prevailing in the 1950's and 60's encouraged individual institutions, in their drive to achieve prestige and excellence, to involve themselves in efforts that were unnecessarily competitive and duplicative. This luxury can no longer

be afforded. There is a need for a new approach at the national level to assure a more systematic development of material resources, a more economic allocation of manpower, and a more efficient delivery of services. While this suggests that national leadership to-date has been found wanting, it would be ungracious and improper to point a finger at individuals, institutions, or associations who have and are dedicating their minds and spirits to the support of these programs. Rather we now face a situation where it becomes increasingly necessary to place additional responsibility for new kinds of coordinated effort on the leaders of government and academia.

Dr. Richard Lambert, in his study of international education, Language and Area Studies Review (1970)[1], correctly notes that it is misleading to assume that language and area studies is a monolith in which parts are interchangeable, or that it is a domain of scholarship readily susceptible to centralized direction. And yet, it is clear that there are problems and needs common to all area studies and their libraries, apparent similarities as well as obvious differences.

We will first review the state of the library art in each of the eight world areas chosen for inclusion in this report (Africa, East Asia, Latin America, Middle East, South Asia, Southeast Asia, Soviet Union and Eastern Europe, and Western Europe), then note the problems

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[1] Richard D. Lambert, Language and Area Studies Review (Philadelphia: American Academy of Political and Social Science, 1973).

common to all these programs and offer recommendations for solving these problems. It is important that each area be reviewed separately if we are to discover how the problems of one area differ from those of another. This approach results in a degree of repetition since areas have similar problems and needs, just as they have differences. This repetition, however, serves the purpose of identifying the major problems common to all.

Africa

African Studies, and the libraries designed to support them, shared with the other areas the influx of funds, attention, and the phenomenal growth characterizing the 1960's. They developed a momentum and expectations that they now find increasingly difficult to maintain and satisfy Here, as in other fields, the weight of evidence supports the view that the traditional, almost unbridled competition among universities for size and prestige stands in need of being revalued, and that their libraries must increasingly seek solutions to their problems through coordinated cooperative arrangements for the acquisition, processing, servicing, and diffusion of materials. Here, as in all other fields supported by libraries, it becomes increasingly clear that no single library can go it alone.

Serious thought has been given to the present and future support of African Studies by a number of dedicated and interested persons. One product of such an effort at the library level is found in a report issued in March, 1973, entitled, "Research Materials on Africa." Large portions of this section on Africa are based on the content of this 1973 report.

A variety of activities and developments in libraries have benefitted African Studies in the recent past. Among these should be mentioned the establishment of the African Section of the Library of Congress (1960), which concentrates its efforts on Sub-Sahara Africa and produces a variety of bibliographical and other services to

the field as a whole. The Task Force strongly urges that the African Section be raised to divisional status in the Library of Congress hierarchy.

Impressive progress has been made in voluntary cooperative programs in which libraries serving African Studies have involved themselves. Among these is the work of the Center for Research Libraries in Chicago, particularly through its Cooperative Africana Microform Project (CAMP). This project launched 11 years ago has been a pioneer venture in the cooperative acquisition in microform of scarce and unique research materials for the study of Africa. Receiving relatively little publicity until quite recently, it has been used as a model for similar projects designed to serve the needs of scholars in other study areas. For example, the South Asia Microfilm Project (SAMP) was established in 1968 and the Southeast Asia Microforms (SEAM) in 1970. CAMP, which was started by one Canadian and 11 United States libraries, has added 14 more libraries: seven in the United States, seven in Africa, another in Canada, and one in France, and is today a truly international undertaking. The Center for Research Libraries administers the project on behalf of a joint committee of the African Studies Association and the members of the project, and also houses and supervises the lending of the film acquired. CAMP has been an encouraging innovation in several ways. It has helped demonstrate the real possibilities of coooperative acquisitions in a highly specialized field. It has helped reveal the potential of microfilm and microfiche in situations where paper originals

are unavailable and has played an important role in an area where a commercial reprint undertaking would have been economically unfeasible.

CAMP, along with voluntary cooperative projects developed in other area programs, suggests that, with a more centralized and rapid system of access, libraries and scholars can without serious handicap share the use of important research material and by such sharing increase the number, range, and scope of such materials and make them available to every center of research activity in the field. CAMP's only failures stem from the fact that its support is too limited; its protagonists support the general theme of this paper, which envisages the creation of some national agency to coordinate the cooperative activities of libraries serving area studies. The Committee on Research Libraries of the American Council of Learned Societies in 1967 recommended that the then National Advisory Commission on Libraries "incorporate into the National Library System the facilities of the Center for Research Libraries and other cooperative programs that serve the national research interest, and that federal support be provided to such agencies."[2] Elsewhere in the ACLS proposal, it is noted that "federal support alone cannot solve the problems of libraries. The attainment of our objectives will require the intelligent, whole-hearted, and sustained efforts of everyone concerned, including continuing support from corporations and foundations."

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2 Committee on Research Libraries, American Council of Learned Societies, On Research Libraries (Cambridge: M.I.T. Press, 1969) p. 12.

The proposals contained in the 1973 report for establishing a Center for African Research Materials may be worth recording in full, since these proposals are relevant to many of the needs confronting other area studies. Whether the Center for Research Libraries or some other agency or institution is charged with the responsibilities outlined in the following proposals is to a degree not important. What is important is the purpose to be served. The text of the proposal follows:

Research Materials on Africa: A Review
of the Present Situation and a Proposal for Support
to Establish a Center for African Research Materials
at the Center for Research Libraries.[3]

Purposes:

The purposes of the Center for African Research Materials may be summarized as follows:

1) To develop, for the purposes of furthering African Studies in all its aspects, a collection of: a) published books, pamphlets, periodicals, newspapers, government publications, and other printed research materials which are not currently being acquired by U.S. libraries and which are not normally available to scholars through interlibary loan channels; b)

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3 Unpublished report prepared by the Executive Committee of CAMP in collaboration with the Archives Library Committee of the African Studies Association and ARL.

microfilm substitutes for materials designated in (a) above; c) microfilms of unpublished archival and manuscript materials which are not easily accessible to libraries and scholars in the United States; and

2) To make microfilm copies of such materials available (either on loan or by purchase) to libraries in member institutions in the United States and Canada; and

3) To make microfilm copies of such materials available for purchase by overseas libraries and archives; and

4) To enter into reciprocal agreements, exchanges, or purchase arrangements with archives, libraries, and similar institutions throughout the rest of the world whereby the resources of the Center for Research Materials will be enriched by new accessions, and by which, in turn, the resources of the Center will be made available to libraries and archives in Africa and elsewhere; and

5) To secure equipment and personnel which may from time to time be deployed in libraries, archives, and similar centers which lack access to such facilities, for the purposes of microfilming rare or unique materials

in danger of disintegration from physical hazards, and to make available copies of the films so made to the possessor of the originals for purposes of insurance against the destruction of the originals, and to add (by means of additional copies) to the pool of resources at the Center; and

6) To compile and disseminate catalogs and inventories (where none already exist) of the collections in its possession; and

7) To bring to the attention of the scholarly community through a program of publication and other appropriate means, information concerning the existence of specialized collections of archival and printed sources of research significance; and

8) To make available paper copies of out-of-print required texts for class use in order to assist the development of new courses on Africa in small colleges which lack standard collections on the area.

In spite of the impressive progress made in recent years in acquiring library materials in support of African Studies, much as yet remains to be done. In this area, as in the others, persistent problems and unsatisfied needs remain. Except for the Library of Congress, no truly excellent research library of Africana exists in this country,

although an increasing number of institutions have, as a result of recent efforts, developed relatively effective teaching collections. Before the expansion of the 1950's and 60's, Howard and Northwestern were the only university libraries with a tradition of acquiring Africana.

In respect to library resources, African Studies face many of the problems confronting other area studies as well as some distinctive ones. As has been indicated throughout this paper, it requires large sums of money to transform teaching collections into research, if not comprehensive, collections. This truism is as apparent in African Studies as in all others. Funds for this purpose are increasingly difficult to obtain. The volume of materials required and the inflated cost of publications from, and about, Africa pose a familiar problem.

If we attempt to note distinctive problems confronting libraries supporting African Studies, one such problem may be found in the relationship between African Studies and Black Studies, which seem to be inextricably intertwined. The concern expressed by the "Black Caucus" and the African Heritage Studies Association over the policies and affairs of the African Studies Association at the latter's meeting in Montreal in 1969 reflect the significance of this relationship. Hence, even considering the impressive progress made by African Studies programs during recent years they face increasing pressure from the Afro-American community. There is irony in the fact that they face the most pressure from this group at the very point where African Studies are the weakest, and that is in library resources for research.

In addition, there appears to be validity to the grievance of Afro-American students of the African heritage in the fact that the major concentration of resources is in the northeast, the northern midwest, and the western regions of this country, and, with the exception of Howard University, in unversities where whites predominate. The majority of Africanists, black or white, are probably penalized by the present clustering of available research resources in a few centers, whereas Africanists are widely dispersed in universities, colleges, and junior colleges throughout the country. If a national network of libraries, including regional resource centers, is developed under a national agency, better methods for getting resources to the people and people to resources will need to be devised.

In the brief 14 years of its existence, the African Section of the Library of Congress has made many useful contributions to African Studies. It has produced a variety of useful bibliographical guides covering African materials in the several colonial languages and it encourages the cooperative exchange of information regarding acquisitions to prevent excessive duplication. Northwestern is contemplating the publication of a union list of Africana on microfilm and is seeking the collaboration of 20 other libraries to support this project. The Joint Acquisitions List of Africana (JALA) is the joint product of approximately 20 African Studies libraries, including the six or seven major collections (Stanford University, particularly the Hoover Institution; Yale; Michigan State; UCLA; Northwestern; Boston University; and the Library of Congress). The Library of Congress holds publications in its collec-

tion printed in 120 different African languages but many of these are modest collections in minor languages. There appears to be a steady, although not rapid, increase in the number of publications in African languages; the colonial languages remain extremely important along with possibly eight or ten African tongues, including Swahili. Northwestern holds some 3,000 pamphlets in African languages not yet cataloged. In recent months the Library of Congress has cataloged a great deal of material in African languages.

Sources for the acquisition of African materials pose difficult problems and differ from nation to nation. As in other areas, there is a lack of centralized sources, of dealers, and of national bibliographies. The Library of Congress and other libraries have established extensive gift and exchange relationships with government agencies, universities, and institutions in Africa. The Library of Congress has used American Embassies to assist in procurement efforts but these efforts vary in effectiveness, working well in only a few instances. Very few African countries have reliable book dealers, with Nigeria and South Africa being somewhat better equipped in this regard than other countries. The Library of Congress maintains an acquisitions office in Kenya charged with acquiring library materials from Eastern Africa. There is a need to duplicate this arrangement for the rest of Africa. If this is not possible, then the desirability of developing cooperative acquisitions offices for the western, central, southern, and eastern African regions becomes apparent. Recently several commercial firms have been established whose purpose is to provide an acquisition source for

libraries interested in Africana. One such firm is the African Imprint Library Service, which supplies materials from 21 African countries, but its prices are relatively high.

There is another factor that may pose a distinctive problem to African Studies. European expansion in Africa from the 15th into the early 20th century has resulted in a concentration of library and archival material relevant to Africa in European libraries. As one would expect, the largest such holdings are found in Britain, France, Belgium, Holland, Denmark, Spain, Portugal and Italy. Libraries in these countries compete with U.S. libraries in adding to their African collections. Some but not all of the new African states have taken steps to implement depository legislation to provide for the preservation of their published record. Some have built special libary collections focusing primarily on their own nation but generally they have attempted to develop libraries that are Pan-African in scope, libraries which they hope will compete with the larger research libraries of Africana which exist outside of Africa. This natural but competitive policy further affects the inflation of prices. Whether the Africam library is in Africa, Europe, or the United States, there is evidence that every university and research center interested in this field is actively seeking to obtain, in some form, scarce or unique documentary resources. No single institution can afford even to scratch the surface in this effort and once again we are forced back to consider the potential value of coordinated cooperative activities.

East Asia

The growth of East Asian library resources in the United States has been phenomenal during the past 40 years with the 1960's revealing by far the most rapid growth.

In 1930 American East Asian libraries held a total of 400,000 volumes; in 1970 that figure had jumped to 5.4 million. During this 40 year period East Asian libraries doubled their holdings every ten years. This rate of growth even exceeded the overall growth of large research libraries which tended to double every 16 years in the same period. The growth of East Asian library collections in a single decade, the 1960's, equalled the growth of the previous 100 years.

This rate of increase is directly attributable to the growth of the field itself, which since 1960 has given rise to as many new East Asian libraries as existed before that date. Of the total holdings of 5.4 million volumes in 1970, 3.3 million (60 percent) were in Chinese; 1.9 million (33 percent) in Japanese; 140,000 (3 percent) in Korean; 120,000 (2.5 percent) in Manchu, Mongolian, Tibetan, Moso and Hsi-hsia; and 56,000 (1.5 percent) in microform holdings in various languages.

Naturally, such growth necessitated great increases in expenditures. For the ten year period from 1960-70 East Asian libraries showed a total expenditure of $35,000,000, an average of $3,500,000 per year. Approximately 90 percent of this money was furnished by the

libraries' parent institutions, 7 percent by foundations and endowments, and 3 percent by the U. S. Office of Education under the NDEA program.

As would be expected, the period from 1970-74 reveals a general trend toward retrenchment, particularly in the budgets allocated to acquisitions. Book budgets for East Asian materials have decreased on the average of 20 per cent while personnel budgets continue to rise as a result of needed salary adjustments in this period of inflation.

In recent weeks this situation has been alleviated to a degree by the influx of money from several sources. Money in support of East Asian Studies has come from surplus funds left over from the Japanese Exposition of 1970; $10,000,000 were recently distributed among ten American universities by the Japanese government ($1,000,000 to each institution); individual Japanese corporations have made grants to Harvard, Yale and Oglethorpe; and the Mellon Foundation has given several institutions $200,000 each in support of their East Asian libraries. There is, however, no guarantee that these recent benefactions will provide more than a temporary infusion of funds. There is a serious need to review future funding potentials. Carnegie, Rockefeller, and Ford grants provided in recent years were purposely designated as developmental grants and are no longer available for the indefinite funding of these programs. Meanwhile, it had been anticipated that the federal government would take up some of the predicted

slack as foundation grants expired but this has not materialized. Universities are not in a position, without a drastic reshuffling of priorities, to finance further expansion in this field.

Given the financial stringencies generally confronting academic institutions, it is reasonable to assume that the trend toward retrenchment will continue for some time and it is unlikely that East Asian libraries can look forward to the same rate of growth in the future as they have achieved in the recent past. It would appear that the magnitude of the needs and the costs of library operations have reached a point where we can no longer afford to proceed as usual. The situation reminds us that "poverty does not mean the possession of little, but the non-possession of much." For East Asian libraries, the present and prospective financial squeeze confronting our universities is likely to be especially threatening. Use rates, actual and potential, are relatively low by comparison with western language materials, and unit costs are relatively high. However inappropriately, East Asian materials are frequently regarded as being relatively esoteric and hence make an easy target for budgetary reductions.

The impressive accomplishments in developing East Asian collections and services in the past must not be overlooked. Substantial efforts have been made to provide adequate library services to the East Asian academic community. Among many other such efforts were: the work of the National Committee on Oriental Collections in the U.S.A., the Joint Committee of the Far Eastern Association and the American

Library Association, and the various committees of the Association for Asian Studies (e.g., the Committee on East Asian Libraries). The American Council of Learned Societies and the Social Science Research Council made thoughtful contributions concerning the future needs and objectives of the China field in their November 1973 conference.[4]

Many other activities aimed at coordinating efforts at the national level could be recounted and yet basic problems remain and a growing number of interested persons see the need for a national review of East Asian libraries and the direction they should take in the future to assure adequate services to all interested users. The consensus appears to be that the future points toward consolidation rather than proliferation, cooperation rather than competition. As in other areas, it is no longer wise or economically feasible to try to build a comprehensive library collection at every institution engaged in East Asian Studies. Moreover, the persistence of the current monetary inflation suggests that the goal of a "complete" collection is becoming increasingly elusive, a chimera not to be realized. Libraries have always shared resources but the time seems to have come when we must devise new and innovative cooperative schemes. We must find the wit to develop these schemes and success demands leadership at the national level beyond that yet evolved.

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[4] "Conference on Priorities for Funding and Development of Chinese Studies," ACLS Newsletter, v. 25 (Spring, 1974) No. 2, p. 1-13.

Even a partial list of needs yet to be satisfied supports the above argument:

1) Recognition must be given to area differences as well as similarities. Some major fields are cultural entities as well as political or geographical entities. China, India, and the Islamic world belong to this group. For these areas the matter of adequacy should be judged by broader criteria based on the degree to which library resources reflect the complexity, sophistication, quantity and comprehensiveness of the literature. East Asian literature probably represents the extreme, in the sense that the total literature is by far the largest, while the library collections in this country represent the smallest proportion to the whole. This distinction is important, for even though the total number of volumes in East Asian languages, especially Chinese, is as revealed above, the largest among all area collections (5.4 million), it does not necessarily mean that library support for Asian Studies is that much more adequate than for other areas. From area to area there are some differences apparent in the volume and sophistication of available materials. Japan offers a good example of this. It publishes 26,000 titles a year, equal to the production in Great Britain, and the many statistical compilations and special studies on highly diversified subjects rival their American counterparts. By and large the more traditional emphasis on language and literature in our universities is more frequently reflected in American library collections of Chinese/Japanese materials than are these newer

social science materials. A somewhat neglected group of potential users is found at the level of local communities, public libraries, and high schools. For these interests the field, as a whole, faces an educational responsibility and libraries should furnish informational services, at least at the regional level.

2) For a variety of reasons the need for bibliographic control of the literature in this area and better coordination in its acquisition and dissemination remain serious problems. The absence of a national union catalog of East Asian materials poses a major handicap to workers in the field. Efforts have been made in this direction but much yet remains to be done. The National Program for Acquisitions and Cataloging (NPAC) of the Library of Congress has been extremely helpful in the acquisition and cataloging of materials, but NPAC covers only Japan in East Asia. It is highly desirable to have this, or a similar, program for Chinese and Korean materials since in this large region the book trade is inadequately developed. A regional acquisitions-cataloging center comparable to the Jakarta office of the Library of Congress would be a useful first step.

3) Therefore, a need exists for an agency that would coordinate the activities of a national network, including regional library resource centers, and encourage the planned acquisition, cataloging, and diffusion of materials. Any national scheme should take full advantage of and support the work of existing operations that serve essential needs of the East Asian community and that go beyond the

capability of most individual libraries. We are speaking here of such services as those provided by the Center for Research Libraries in Chicago, and by the Center for Chinese Research Materials of the Association of Research Libraries (ARL). This latter operation has been described by specialists as the "principal and most successful model of a national institution serving both individual scholars and libraries." It acquires, duplicates, and disseminates at low cost, research materials on modern China. It is generally recognized that many of the approximately 1000 titles it has already made generally available would not have been available, even in a single complete copy, in this country, if not located, assembled into complete works from scattered parts, and reproduced by the Center. In addition, most of these items would have been excessively expensive if single institutions had attempted to acquire and copy them on their own. This type of operation provides service even on the international level and also to smaller libraries because they have been able to use the bibliographic service provided by the Center's Newsletter.

4) Real progress has been made in finding and developing qualified professional library personnel for East Asian libraries, and yet the growing complexity of the age and the increasing sophistication of East Asian scholarship require continuing effort and support of this enterprise. As early as 1965 Dr. Tsuen-Hsuin Tsien reported fully on the needs in educating library professionals in this field.

In describing a qualified librarian he noted the following requirements: 1) competence in reading both classical and mdoern texts in a Far Eastern language and in the correct use of its romanization; 2) a good background in the literature, history, and culture of the area; and 3) competence in technical procedures for American libraries in general and for East Asian collections in particular. In addition to these general qualifications, Dr. Tsien reminded us that additional skills are usually required for different kinds of positions. A bibliographer or subject specialist should have a deep knowlege of the literature in different subject fields, the physical books, and the market. A cataloger needs the ability to write good calligraphy in Far Eastern scripts and should possess typing skills in addition to a knowledge of the literature and physical books. A librarian with managerial responsibilities needs not only a broad knowledge of the field and of research trends, but also administrative ability and preferably a capability of reading more than one Far Eastern language along with a proper command of English. To produce people with these capabilities there is need to develop more joint programs at the master and doctoral levels between area programs and library schools, to encourage these students with supportive scholarships, and to provide opportunities for continuing education.

Hence, after two decades of impressive growth, East Asian libraries have reached a stage in their history during which further development will proceed at a slower rate than previously. This slowdown may not be primarily determined by a temporary recession in the country's economy, but by certain fundamental consolidations now occurring in American higher education. The era of unrestrained free

enterprise in our educational activities appears to be over, at least for the immediate future. Currently funds for foreign travel and research are shrinking and it is likely that academic researchers will increasingly turn inward to available resources in libraries which themselves will be feeling the pinch of restricted finances. It is a time, therefore, when we will need to find ways to make the best possible use of the financial resources available to us, to increase our cooperative efforts and the sharing of resources, and to avoid any unnecessary duplicative efforts, if libraries are to provide adequate services to interested users throughout the country.

Table 1 following this page lists the holdings of the major East Asian libraries in America in 1973. The tabulation was compiled by S.K. Tung and Nelson Chou and was published in the Newsletter of the Committee on East Asian Libraries.

Table 1. HOLDINGS OF EAST ASIAN LIBRARIES IN AMERICA[5]

(Number of volumes and reels as of June 30, 1973)

Library	Chinese	Japanese	Korean	Western	Others+	Total
Arizona	47,903	25,652				73,560
British Columbia	130,629	43,049	387			174,065
Brown	68,755					68,755
California (Berkeley)	165,441	159,202	17,817	45	3,668	346,173
California (Center for CS)	21,680	1,355		4,065	3,300	30,400
California (Los Angeles)						150,000*
California (San Diego)	2,300	130		2,000		4,430
California (Santa Barbara)	24,500	11,200	15			35,715
Chicago	202,269	57,273	1,500	3,036++	2,200	266,278
Cleveland Public	1,700*	1,000*	60*	2,650*		5,410*
Columbia	188,403	121,938	18,236	28,056	6,107	362,740
Cornell	182,039	25,026		31,438		238,503
Florida State	5,621	2,266	16	1,867		9,770
Freer Gallery of Art	8,287	3,749		8,684	883	21,603
Georgetown	5,500	4,000	8	12,000		31,508
Harvard	325,184	131,533	29,053	20,062	3,732	509,564
Hoover	144,418	62,477	3,250	50,000		260,145
Illinois	40,000*	30,000*	1,100*	25,000*		96,100
Indiana	50,393	12,446	2,311			65,150
Kansas	39,800*	21,100*	1,000*			61,900*
Library of Congress	414,570	564,472	45,808		7,633	1,032,483
Maryland	10,281	83,638	33	218		94,170
Massachusetts	5,500*	4,200*	10*	100*		9,810*
Miami	16,939	1,403	386			18,728
Michigan	141,224#	120,719	1,034			262,977
Michigan State	10,320	4,270	280	18,200	250	33,320
Minnesota	50,592	12,634	259	247	56	63,788
Monmouth		30*	100*			130*
Nebraska						2,600*
North Carolina	30,000##*			10,00*		40,000*
Oberlin	7,979	288				8,267
Ohio State	47,318	6,706		25,000		79,024
Oregon	8,120	7,365	28			15,513
Pennsylvania	39,347	22,195	1,000			62,542
Pittsburgh	52,299	6,733	288	1,600		60,920
Princeton	203,676	46,011	4,435	8,807	454	263,383
Rochester	26,000*	9,000*		10,000*		45,000*
Royal Ontario Museum	1,875*	2,779*	15*	8,268*		12,937*
Rutgers	34,500*	2,000*	500*	100*		37,100*
Seton Hall***	10,524	2,043		9,242		21,809
St. John's	35,500*	400*				35,900*
Texas	5,231	18,677	25	175		24,108
Toronto	96,000*	32,000*		7,000*	12,000*	147,000*
Virginia	34,500*	3,500*	1,000*	50,000*	2,000*	91,000*
Washington (St. Louis)	31,168	30,140				61,308
Wisconsin*	75,000	30,000	600	4,000		109,600
Yale	141,763	80,707	2,762		1,935	227,167

*See explanatory notes on p. 26.

Cont'd (Holdings of East Asian Libraries in America) -2-

Note:

+ Including Hsi-hsia, Manchu, Mongol, Moso, Tibetan works, and microfilms as well as periodicals not divided by languages.

++ Reference materials only.

* Approximated.

** Materials on Chinese, Japanese and Korean languages.

*** As of November 1, 1973.

Including very small numbers of Hsi-hsia, Manchu, Mongol and Tibetan items.

Including Japanese and Korean titles.

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[5] Committee on East Asian Libraries, Newsletter, No. 41 Sept. 1973 p. 31.

Latin America

Latin American Studies was one of the earliest area programs developed in the United States. Even so, there were relatively few institutions offering these programs during the first half of this century, the period of greatest growth occurring, as one would expect, in the 1950's and 60's.

Latin America, as an area of study and research, might appear at first blush to pose no major difficulties. There are fewer exotic languages to contend with than is true in several of the other areas, although there are some; no single nation is yet strong enough to vie with this country for economic and political leadership in the hemisphere. Yet Latin America encompasses 26 different nations and covers a continent comprising one sixth of the world's surface. It contains natural resources upon which our country is becoming more dependent and it is probably the most heavily studied area in the third world.

Of all the areas under review, Latin American Studies offers more programs, involving more people, than any other single area concentration. Currently 212 institutions support or participate in Latin American Studies, and 97 of these offer special curricula at the graduate and undergraduate levels. Latin American Studies produces twice the number of Ph.D.'s and three times the number of M.A.'s as its nearest world region competitor. Enrollment at the graduate level is approximately twice that of the next largest area program and one third of the total of graduates in all foreign area programs and more

than one quarter of all courses offered in these programs (2,275) are offered in Latin American Studies.

Although Spanish, Portuguese, French, English, and Dutch are the languages most generally recognized as national languages, there are others that are native to wide areas of various regions, including a variety of Indian languages. The emphasis, to date, in language programs in the United States has been on Spanish and Portuguese. This is understandable but a need remains to develop a higher level of competence in a number of people involved in these programs. Knowledge of the principal Indian tongues is required as well.

There is a national Latin American Studies Association (LASA) composed of more than 130 institutions offering work in the area and at least a half dozen regional associations located in every region of the United States. Real progress has been made in recent years and most of these associations are well organized, hold annual conferences, and publish useful newsletters. The groundwork for developing regional resource centers as part of a national scheme seems to have been well laid. Nevertheless, persistent problems remain to confront practitioners in this field. In spite of the large amount of funding of Latin American Studies in the past 15 years, library resources have not increased proportionately. Several factors have contributed to this state of affairs. In the first place, a relatively small amount of the funding was allocated to the acquisition of materials or to library staffing. Secondly, funding was widely dispersed among many institutions, some

of which had little or no Latin American material. Therefore, it was necessary in many instances to invest heavily in the minimum materials required for beginning undergraduate programs.

A recent unpublished survey of Latin American holdings in universities in the United States reveals the following:

Table 2. Number of Libraries and Size of Collections of Latin American Materials

No. of Institutions		No. of Volumes
1	with	200,000+
7	"	100,000 - 200,000
8	"	50,000 - 100,000
11	"	25,000 - 50,000

A comprehensive collection of Latin American materials, including all subject fields and all countries, has recently been estimated by an expert in the field as comprising 600,000 titles and 800,000 volumes. The unlikely possibility of accumulating a truly comprehensive collection for any area of the world within the confines of a single institution has already been noted. To amass such a resource in this country requires a cooperative and coordinated effort on the part of a number of institutions and agencies. The task exceeds the ability of any single institution, including the Library of Congress. The statistics on Latin American materials quoted above suggest how much remains to be done if a comprehensive resource for Latin American Studies is to be achieved in this country. The problem goes beyond the function

of acquisition. Space for shelving and servicing a collection of this size and the staff required to classify, catalog, and make these materials readily accessible to interested users, are vital considerations. Only too frequently these latter functions are not given consideration in funding. Housing and processing these materials are, after all, simply forms of housekeeping and few care to contribute to something so prosaic. Often funds to perform these essential, if unglamorous, functions are left to a library administration to resolve. Any viable national scheme would need to include planning and financial support for these necessary activities.

In many Latin American countries, as is true in other world regions, the book trade and methods for bibliographic control stand in drastic need of improvement. For example, there are many authors in Latin America who print and distribute their own books. Direct contact with these authors through correspondence frequently elicits a gracious response, but many duplicative man-hours are consumed in a number of institutions in pursuit of these items.

Latin America produces more than 30,000 titles annually in the form of books and pamphlets and an unknown number of journals and other publications. In addition, a growing quantity of significant materials appears in near-print formats. This is particularly true in the realm of government documents. It is difficult to identify and to acquire these materials in a consistent fashion and in addition they pose extremely serious preservation problems once acquired. A

coordinated national effort in searching out, acquiring, and microfilming these important, if elusive and ephemeral, materials is essential.

Even with 212 institutions involved in, or supporting Latin American Studies, only one library in this country is acquiring in excess of 15,000 titles a year and this is the Library of Congress. Another institution in recent years acquired as many as 12,000 annually and several other libraries 10,000. The figure for all other interested institutions then drops to 5,000 or fewer acquisitions a year. A good but not comprehensive coverage of the current production of Latin American publishing would necessitate an acquisition budget of $150,000. Possibly two libraries, including the Library of Congress, are now budgeting this amount for purchases. This cost does not include the cost of acquisition, processing, or reference staff, all of which are essential if users are to be properly served. Merely adding the cost of an acquisitions staff would increase the $150,000 budget to $200,000. If one adds to this the cost of the other support staff required, an annual budget of $300,000 may represent a reasonable estimate. Obviously, few single institutions are in a position to dedicate such a sum to the library support of one area program. Again, a national scheme including an agency that could help guide and rationalize the acquisition, distribution, and service responsibilities of a network of libraries is needed.

It is important to recognize that in Latin American Studies, as in other area programs, the proliferation of these programs during

the past 15 years has placed new demands upon libraries. User demand for information has become more sophisticated and increasingly differentiated. One observer has remarked that the growing demand for Latin American information reflects a type of scholarship which sometimes seems light years removed from that which could be produced 30 years ago. Corresponding to the vastly increased complexity of the demand has been a similar increase in the complexity of the methods developed to supply information. The more specialized data needs on the one hand have been matched by a proliferation of producers of information, both inside and outside of Latin America. New national and international agencies have been established (such as planning bodies, agrarian reform institutes, and development banks). Older public agencies have been reformed or reorganized and new university and non-university research centers have been created. Machine-readable data bases, mimeographed working papers and reports, statistical tabulations and time series of an increasing variety, published reports in a discontinuous series, contract and internal research reports, a greatly increased output of ephemeral materials such as pamphlets, posters, and broadsides from political parties and factions, have resulted in overloading the information marketing system to the point that every large multipurpose center library seems doomed to fall increasingly short of meeting the information needs of its users, with substantial time lags in locating, acquiring, and processing these materials, further compounding the problems created by information deficits.

A national agency should provide a better opportunity for examining the needs of these programs on a continuing basis, in whole and in their respective parts. There is also a need here, as in other fields, for developing more highly specialized bibliographers, equipped with the training and knowledge for tracking down elusive and new information sources more effectively. There should be more cooperative buying trips to the field to scout out these new sources and to initiate more cooperative microfilming projects.

Existing data banks and any such useful sources produced in the future should be integrated into our regular library collections and more attention should be given to putting existing holdings into machine-readable information storage and retrieval systems. These activities would enhance the teaching and research effectiveness of our libraries and be of special benefit to graduate students who could thereby economize on field research expenses and avoid overtaxing our dwindling reserves of scholarly goodwill in Latin America. The table that follows emanates from several studies on Latin American programs: 1) Robert K. Johnson - "The Acquisition of Latin American Library Materials in ARL Libraries" (1972)[6]; 2) Kent E. Miller and G. V. Fort -

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[6] Robert K. Johnson, "The Acquisition of Latin American Library Materials in ARL Libraries," Foreign Acquisitions Newsletter, No. 36 (Fall 1972) p. 1-15; also his "Acquisition of Latin Americana in Non-ARL SALALM Libraries," Foreign Acquisitions Newsletter, No. 37 (Spring 1973) p. 8-17. The extensive tables compiled by Johnson were not included in his published articles.

"Major Latin American Collections in Libraries of the United States."[7] It should be emphasized that the surveys were made several years ago, that not all institutions responded and that the resulting table is therefore less accurate than is desirable. It is included nevertheless as an indicator of the stage of development of Latin American Collections in 1970-71.

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[7]Kent E. Miller and Gilberto V. Fort, "Major Latin American Collections in Libraries of the United States," Cuadernos Bibliotecologicos, No. 1, Rev. (Washington, D.C.: OAS, 1970).

Table 3. SELECTED LATIN AMERICAN LIBRARY COLLECTIONS[8]
(Reported for 1970-71)

	Library Staff Devoted to Latin American Collection	Latin American Acquisitions Budget	Volumes Added Annually	Volumes in the Collection
Arizona	2 1/2	$ 26,000	N/A	55,000
Arizona State	N/A	10,000	N/A	25,500
Calif., Los Angeles	N/A	N/A	N/A	25,500
Calif., Santa Barbara	8	10,000	2,000+	25,000
Columbia	5	30,000	5,000	92,500
Cornell	8 1/4	52,500	10,000	124,200
Duke	8 1/2	10,000	4,000	100,000
Florida	21	31,000	under 10,000	26,000
Harvard	10	10,000	2,500	82,000
Illinois	14	10,000	N/A	100,000
Indiana	15	135,000	4,000	80,200
Iowa	N/A	20,000	N/A	25,000
Kansas	2 1/2	25,000	under 10,000	100,000
Minnesota	N/A	25,000	N/A	42,900
New Mexico	1	10,000	3,000	60,000
North Carolina	8	5,000	2,500	89,100
Ohio State	2 3/4	25,000	4,000	35,500
Pennsylvania	N/A	10,000	N/A	25,200
Princeton	N/A	10,000	4,000	47,500
Stanford	4	50,000	N/A	70,000
Syracuse	2	14,000	5,000	29,200
Texas	25	135,000	9,500-14,000	280,000
Tulane	6 1/2	22,500	3,500	100,000
Virginia	1/2	21,000	3,500	45,000
Washington(St.Louis)	N/A	35,000	N/A	50,000
Wisconsin	1	60,865	12,000	126,500
Yale	N/A	30,000	N/A	100,000

8 Source: Compiled for this report from Johnson study and Miller and Fort study, as noted on p. 34.

N/A Not Available

Middle East

There are approximately 80 private and public college and university libraries in the United States holding Middle East materials. University libraries possess the bulk of these resources. To these must be added the important collections of several public libraries and particularly those of the Library of Congress. Sixteen libraries in the United States hold more than 50 percent of all Middle Eastern materials with the South inadequately represented in this area of international education. Of manuscript resources, critical to the study of the classical Near East, American libraries hold about 18,000 Arabic, Persian and Turkish items; some 10,000 of these being in the Princeton Library. In addition, a recent survey by the Middle East Librarians Association indicated that more than 500,000 volumes in Arabic, Turkish and Persian are held by the major libraries in this country.

The increasing interest in the Middle East, which began in earnest after World War II, has led to the United States becoming a major center of Middle Eastern Studies and to a comparable development of library resources. This impressive growth, however, is somewhat misleading if we compare Middle Eastern resources to those supporting other area programs. Furthermore, Middle Eastern Studies have not yet achieved a place in the American educational system commensurate with that area's cultural, political and economic importance in the present-day world. It is paradoxical that in recent months, as signs of improved Arab-U.S. relations became apparent, federal and foundation

support for Middle East Studies has faltered.[9]

As a result of the upsurge of interest in Middle East studies following World War II, conditions in this field had improved noticeably by the end of the 1960's. The P.L. 480 program was initiated in 1962 and this was followed by the establishment of the Middle East Studies Association (MESA) in 1966, and of the Middle East Librarians' Association in 1973. The Middle East Studies Association's library subcommittee has examined the many problems involved in Middle East librarianship, in particular the question of cooperation between MESA and the American Library Association, as well as the desirability of developing a Middle Eastern Union Catalog and a union list of serials. In addition, the contribution of the Near East Section of the Library of Congress to Middle East librarianship is impressive. The 1974 meeting of the Middle East Librarians' Association will consist of a one-day workshop on the problems of cooperative librarianship.

There is a need in this field for improvement in the bibliographic control of material. Publications from the Middle East, for a variety of reasons, are not evenly acquired, and libraries, in spite of the many benefits from P.L. 480, face many real difficulties in acquiring books from the Middle East. Four major locations are used in these acquisition efforts: Cairo, Teheran, Beirut, and Istanbul. Particular difficulties confront those libraries seeking materials in

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[9] Deborah Shapley, "Middle East Studies: Funding Wilts as Arab-U.S. Friendship Flowers," Science, v. 185, no. 4145 (July 5, 1974) p. 42-44.

North Africa, Saudi Arabia, and Afghanistan. The effectiveness of exchange programs varies but many of them are not working as well as one would hope.

There is a need to designate special acquisition responsibilities among libraries. The absence of a union catalog is sorely felt. Approximately one dozen libraries report holdings to the Library of Congress, but the Near East Section is currently not sufficiently staffed to edit and produce a union catalog. As in other areas, the Library of Congress contributes helpful services. It is currently engaged in expanding its periodical collection in which there are now approximately 25,000 titles in Arabic, 600 in Turkish, and 200 in central Asian languages. The great value of P.L. 480 in respect to current acquisitions is complemented by the Library of Congress' effort to acquire retrospective materials. Since 1968 it has been microfilming 40 newspapers from the Middle East: 26 in Arabic, 12 in Turkish, and one each from Iran and Afghanistan. A number of university libraries purchase copies of these films.

Until recent years scholarly interest in the Middle East was largely philological, antiquarian, and classical. But here, as in other area studies, drastic changes in interest have occurred. Interest has expanded into most of the disciplines included in the humanities and social sciences and materials needed may be in the traditional book format or in a variety of other forms (i.e., microforms or social science data on punched cards or magnetic tape).

There is a need for a directory of Middle East library personnel, for a list of Middle Eastern serials available in microform and for a bibliography of vernacular materials for undergraduate collections. There is a need also for a more coordinated cooperative effort in the acquisition and microfilming of Middle Eastern materials and for the compilation of such reference works as an Index Arabicus and a handbook of Middle Eastern Studies.

Comprehensive data for Middle East language holdings has been lacking, although a study published by Mohamed el-Hadi[10] in 1964 did give a general indication of the strength of these collections at that time. A recent study provides valuable information on this subject. The attached tables form part of the statistical information contained in this study, prepared by the Committee on the Middle East of the Association of Research Libraries, chaired by Dr. David H. Partington. The aim of this study is to examine the utilization of Arabic materials acquired under P.L. 480, to see how the recipient libraries have handled and processed these books and serials, and to determine how much actual use these materials are receiving by faculty and students. This extremely detailed and useful report suggests that libraries have responded well to the challenge of P.L. 480, but it also notes that some of the academic programs are not large

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10 Mohamed el-Hadi, Arabic Library Resources in the United States, Ph.D. dissertation, University of Illinois, 1964. University Microfilms 65-808.

enough to justify continuing P.L. 480 support. The report recommends that some shares of P.L. 480 be transferred to other libraries serving large scale programs of Arabic Studies. This report is an excellent example of the type of user study recommended as desirable for all area programs, the type of study that should be undertaken or encouraged by any agency created to coordinate, on a national level, cooperative activities in the field of international education.

A more dramatic illustration of the growth in American resources for Arabic studies can be seen through a comparison of 1974 figures with those compiled in 1962/63 by Mohamed el-Hadi. el-Hadi's figures are for cataloged and backlog volumes; the 1974 figures are for cataloged holdings only. These figures appear in Table 4. on the following page.

Table 4. SIZE OF ARABIC COLLECTIONS[11]
1962/63 and 1973/74

Library	1962/63 Number of Volumes	1973/74 Number of Volumes
Princeton	15,000	44,303
Harvard	10,000	40,500
Michigan	6,000	38,300
Hoover	9,000	30,000
Columbia	6,000	28,550
Utah	10,000	27,000
NYPL	15,000	25,000
UCLA	15,000	25,000
Texas	250	22,362
Virginia	--	18,000
Indiana	--	16,500
Binghamton	--	15,000
Chicago	5,000	15,000
Berkeley	5,000	15,000
Boston College	750	14,390
Kentucky	2,000	13,500
Portland	--	12,953
Yale	7,000	11,000 apx
Arizona	--	10,932
NYU	--	10,500
USC	--	10,000
Illinois	325	6,000
Cornell	--	3,625
Hartford Sem.	6,000	--

From this comparison, certain observations are in order. Among the major collections in 1962-63 (i.e., with holdings of 5,000 or more) the University of Michigan has shown the greatest growth, some 633 percent; Columbia grew by 475 percent; Harvard by 400 percent; Princeton, Chicago, and Berkeley 300 percent; Utah by 270 percent; New York Public and UCLA by 170 percent. When one realizes that during this period the P.L. 480 program pumped in about 12,000 monograph volumes, it is evident that, disregarding current backlogs, the growth of NYPL, UCLA, Chicago, Berkeley, Boston College, Kentucky, Portland, Arizona, NYC, and USC could be attributed entirely to P.L. 480 accessions.

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[11] Source: Tables 4-7 are reproduced from "Arabic Library Collections, A Study of the P.L. 480 Program" by the Committee on the Middle East of the Association of Research Libraries, prepared by David H. Partington (1974). Foreign Acquisitions Newsletter, No. 40, Fall 1974, p. 1-18.

TABLE 5. ARABIC COLLECTIONS, 1974

Alphabetical Order		Rank Order		
Arizona	10,932[a]	1.	Princeton	44,303[e]
Berkeley	15,000 apx	2.	Harvard	40,500[d]
Binghamton	15,000	3.	Michigan	38,300
Boston College	14,390[b]	4.	Hoover	30,000
UCLA	25,000 apx	5.	Columbia	28,550
Chicago	15,000 apx	6.	Utah	27,000
Columbia	28,550	7.	NYPL	25,000
Cornell	3,625	8.	UCLA	25,000
Hartford[c]		9.	Texas	22,362
Harvard	40,500[d]	10.	Virginia	18,000
Hoover	30,000	11.	Indiana	16,500
Illinois	6,000	12.	Binghamton	15,000
Indiana	16,500 apx	13.	Chicago	15,000
Kentucky	13,500 apx	14.	Berkeley	15,000 apx
Michigan	38,300	15.	Boston College	14,390
NYPL	25,000	16.	Kentucky	13,500
NYU	10,500	17.	Portland	12,953[e]
Portland	12,953[e]	18.	Yale	11,000 apx
Princeton	44,703[e]	19.	Arizona	10,932
USC	10,000 apx	20.	NYU	10,500
Texas	22,362	21.	USC	10,000
Utah	27,000 apx	22.	Illinois	6,000
Virginia	18,000	23.	Cornell	3,625
Yale	11,000 apx	24.	Hartford[c]	

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[a] A PL 480 share was transferred from Arizona State to Arizona in 1970.

[b] All monograph vols. are stored in the New England Deposit Library.

[c] Hartford does not keep separate statistics.

[d] The Harvard count is 32,500 titles.

[e] Includes serial volumes.

TABLE 6. SIZE OF MIDDLE EASTERN COLLECTIONS

IN ALL LANGUAGES, EXCLUDING HEBREW, 1973-74

Alphabetical Order		Rank Order		
Arizona	20,000 apx	1.	Harvard	160,400[b]
Berkeley	41,539	2.	Michigan	105,000
Binghamton	58,200	3.	Hoover	100,000
Boston College	--	4.	Columbia	74,750[a]
UCLA	70,000	5.	UCLA	70,000
Chicago	25,000	6.	Princeton	64,251[c]
Columbia	74,750[a]	7.	Utah	63,000
Cornell	10,000	8.	Binghamton	58,200
Hartford	--	9.	Berkeley	41,539
Harvard	160,400[b]	10.	Indiana	36,000
Hoover	100,000	11.	NYPL	35,000
Illinois	17,000	12.	Virginia	35,000
Indiana	36,000	13.	Chicago	25,000
Kentucky	--	14.	Texas	23,050
Michigan	105,000	15.	Arizona	20,000
NYPL	35,000	16.	Illinois	17,000
NYU	13,000	17.	USC	15,000
Portland	14,278	18.	Portland	14,278
Princeton	64,251[c]	19.	NYU	13,000
USC	15,000	20.	Cornell	10,000
Texas	23,050	21.	Yale	--
Utah	63,000	22.	Kentucky	--
Virginia	35,000	23.	Boston College	--
Yale	--[d]	24.	Hartford	--

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[a] Columbia counted only books in Arabic, Persian, and Turkish.

[b] This is a title count.

[c] Books and serials, but does not include the manuscript collections.

[d] Impossible to determine.

Table 7. CONTRIBUTION OF P.L. 480 TO ARABIC COLLECTIONS

A. P.L. 480 provides what percentage of Arabic acquisitions?
B. What percentage of P.L. 480 receipts are retained?
C. P.L. 480 constitutes what percentage of Arabic books cataloged?
D. Size of P.L. 480 cataloging arrearage?

	A	B	C	D
Arizona	99	90	98	3,810
Berkeley	60	80	80-90[f]	7-8,000
Binghamton	90	95	90[f]	1,500
Boston College	95	95-98	95	1,000
UCLA	60	75	60	400
Chicago	75[a]	90	80[f]	5,000
Columbia	80-85	75-80	85-90[f]	325
Cornell	90	95	90	2,390
Hartford	95	99[b]	95	191
Harvard	56	95	79[f]	3,416[h]
Hoover	NA	90	100	1,000
Illinois	98	95	100	3,000
Indiana	80-85	95	85	875
Kentucky	99	100	99	0[i]
Michigan	60	81	75	950
NYPL	75	NA	75	5,000
NYU	100	"none"	81.4	3,000
Portland	98	99	99	1,900
Princeton[g]	50 apx	98[c]	33-50	150
USC	99.9	99[d]	99.9	5-6,000
Texas	80	95	80	746[j]
Utah	60[e]	90	60[e]	550
Virginia	99.9	99.9	100	5,000
Yale	95	80-85	95	45-4,700

[a] Not typical; non-PL 480 input has been below normal for past 2 years.

[b] Portland & Hartford share a set.

[c] Not reported but known by personal contact.

[d] Expect to retain about 30 percent in the future.

[e] Normally PL 480 receipts form a larger percentage.

[f] Higher than typical.

[g] Library staff absent; figures compiled by the Director

[h] Reduced to 200 by 3-15-74

[i] All receipts are given only partial cataloging.

[j] "746 received since Sept., 1972."

The report is outspoken and is based upon certain firmly held assumptions which are presented in the report's introductory pages as follows:

1. P.L. 480 Arabic materials constitute a resource to be used in the national interest.
2. No institution has an innate right to receive P.L. 480 material, which is provided at public expense.
3. After 12 years of P.L. 480 all recipients should have developed flourishing programs in Arabic studies and library procedures to process Arabic materials effectively.
4. The justification for receiving P.L. 480 shares is based primarily, if not solely, on the quantitative use made of those materials in terms of number of students and faculty.
5. The relative wealth of an institution, or the size of its non-P.L. 480 Arabic collection is not a consideration in the allocation of P.L. 480 shares.
6. The intent of the program is to foster an understanding of the modern, contemporary Arab world; therefore, institutions engaged in a wide range of disciplines bearing on Middle Eastern problems can make better use of P.L. 480 materials than those engaged primarily in medieval, oriental studies.

While Jewish Studies are not normally comprehended by the term Middle East, we are including them here as a matter of convenience. Jewish Studies are perhaps properly described as covering an area

without easily determined boundaries. It has been suggested that the area for Jewish Studies is the world. Not only are publications found in Yiddish, Hebrew, and other Judeo-dialects but also in English, German, French, Russian, Polish and other major and minor languages, and communities spread over the world, some of which are no longer in existence, are objects of special interest and study. Collections are found throughout the country, but are particularly apparent in the East in such collections as those held by the Library of Congress, the Hebrew Union College, New York Public Library, Jewish Theological Seminary, Harvard's Hebrew Division, the Boston Public Library, and Columbia, to name a few. Twenty-two libraries were recipients of materials through the now discontinued P.L. 480 program for Israel. There are, all in all, vast resources for this field of study in the United States.

A survey conducted by the Committee for Archives and Libraries in Jewish Studies entitled, Exploratory Survey of Archives and Research Libraries in Jewish Studies, was prepared by Dr. Harry I. Barron and Abraham Atik in 1973.[12] This study reveals the following: the demise of P.L. 480 poses a serious problem, one that cannot be solved by individual libraries; although Israel produces a national bibliography it is considerably delayed in publication and hence, for practical acquisition purposes, Israel lacks a current national bibliography.

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12 Harry L Barron and Abraham Atik, Exploratory Survey of Archives and Research Libraries in Jewish Studies. (NEH Grant No. RO-9578-73-344. Room 408, 122 E. 42nd St., N.Y.C., 1973.)

A large proportion of research material already acquired by libraries poses extremely serious preservation problems, many materials cannot continue to be used unless they are restored or copied. A noticeable proportion of materials held in libraries responding to the questionnaire distributed by the Committee for Archives and Libraries is not yet cataloged. There is a need for an improved union list of Jewish serials, since not all institutions holding collections are represented in the list currently available.

Perhaps some groundwork exists for encouraging and developing cooperative efforts among libraries in this field. Several individual libraries already possess certain special strengths in their collections. A nationally coordinated effort for area study libraries could build on these strengths. For example, the YIVO Institute for Jewish Research specializes in research materials on Eastern European Jewry, the Nazi holocaust, and Yiddish immigration; and the Leo Baeck Institute in New York specializes in the study of German-speaking Jewry.

Other hopeful signs exist, such as New York Public Library's effort to provide cataloging data on Hebrew alphabet materials for inclusion in a computer-prepared dictionary catalog. A transliteration scheme for the Hebrew language has been devised by the American National Standards Institute (ANSI).

There are library staffing problems in this field, partly due to lack of funds but complicated by the need for better trained people.

YIVO is now offering a course, in cooperation with Columbia University, in bibliography, but much remains to be done since this course trains students in only the most elementary skills.

Apparent here, as in all area studies, is a real need for the coordination of a variety of activities already in existence, for determining regional and national library responsibilities, and to assure the elimination of unnecessary duplication of effort.

South Asia

India poses a problem comparable to China in the sense that it has a continuous history of some 5,000 years. Even though a more significant dimension of its tradition may have been oral, it has nevertheless produced an extensive body of written literature characterized by linguistic multiplicity. English, because of the centuries of western domination, remains a critical language for scholarship, but the variety and depth of indigenous language materials create serious problems for libraries attempting to acquire representative South Asian resources across the board.

Again, as in other world areas, library collections of South Asian materials in the United States were few and those few were strongest in classical studies before the 1950's and 60's. Reasonably comprehensive collecting of current South Asian publications waited upon the inauguration of the P.L. 480 program.

For the decade of the 1960's approximately twenty universities participated in South Asian Studies leading to a Ph.D., while a number of other institutions offered more limited programs. These programs were subsidized by grants from foundations and from the federal government under the National Defense Education Act, although individual institutions made notable contributions from their own budgets. The academic depression that struck at the end of the 60's resulted in the scaling down of South Asian programs. The libraries serving the institutions noted above have all been participants in the P.L. 480 program,

but the individual libraries have followed different policies of selection and retention of the materials received. At the outset there was a tendency toward comprehensive retention, but as the volume of material increased and the problems of organizing and servicing it for a relatively small clientele grew, most participating libraries introduced selection criteria designed to maintain the research quality of the collections while reducing the size of annual additions to manageable proportions. In some instances this has involved limitations on the number of vernacular languages included in a collection in recognition of the infrequent use of publications in these languages. The different views regarding collection policies are illustrated by the fact that some libraries retain 95 percent of the materials received through the P.L. 480 program, while others reject as much as 33 percent.

Today only four libraries (Chicago, Virginia, Washington and Wisconsin) report that they attempt to maintain comprehensive collections of P.L. 480 publications. Other libraries have made efforts to adjust to what they see as present day economic realities and yet continue to provide effective service in respect to their current and retrospective collections. These libraries have adopted, in varying degrees, selective acquisition programs as their answer to user needs in a period of limited budgets. Two examples of this approach are found in the policies followed at the University of Minnesota and the University of Pennsylvania. At Minnesota a highly selective policy is enforced in regard to monographs, serials, and government documents. Minnesota has also opted

for the acquisition of basic select sets in certain Indian languages. Three years ago Pennsylvania began to apply the same rigorous criteria for selecting and processing the materials acquired through its participation in the P.L. 480 program as it gave other collections for which it had serious and long-term acquisition commitments. At Pennsylvania the results of these changes are viewed as having been instrumental in eliminating a persistent processing backlog of South Asian materials and in improving reference services and accessibility to the collection.

The national libraries continue to collect South Asian materials actively, the Library of Congress across a wide range of subjects, and the National Agricultural Library and the National Library of Medicine in their special fields. The increasing efforts of the Center for Research Libraries in this area have been encouraging and the value of its South Asia Microfilm Project, which it created in cooperation with the Association for Asian Studies, is recognized and deeply appreciated by scholars in the field. The principal collections of earlier materials in the country are held by the Library of Congress, the New York Public Library, and the Universities of California (Berkeley), Chicago, Minnesota and Pennsylvania.

Scholars in South Asian Studies are fortunate in the existence of these major collections, but continue to face a number of problems in gaining access to their resources.

Here, as in other areas, the present period of retrenchment offers us an opportunity to reexamine and reevaluate the activities and purpose of libraries attempting to serve South Asian Studies. Libraries now, as in the affluent period, still face problems relating to the acquisition, documentation, and accessibility of South Asian materials. These problems were discussed at length during the Conference on American Library Resources on Southern Asia in 1957. Seventeen years later problems of this nature remain.

It would be grossly misleading to suggest that nothing was accomplished in this period; obviously, very real progress was made, but hindsight suggests that cooperative efforts initiated during the last two decades would have profited immeasurably if these efforts had been more carefully coordinated at the national level. Again, from our current vantage point, it appears that the concept of a shared national responsibility to develop rationally planned South Asian library resources has not been given sufficent attention. Some libraries have attempted to be all things to all men, others have been more modest in their goals, but the coordination of these activities for the purpose of ensuring an integrative development of reasonably comprehensive, locatable and accessible national resources remains to be accomplished. The implications of excessively individualistic library approaches in this period of retrenchment are increasingly apparent. Some libraries have disposed of significant portions of their regional language materials, others have given up active collecting of materials formerly acquired, thus truncating coverage in these areas.

By the nature of the P.L. 480 program, 20 libraries have been acquiring common titles which have never represented more than an estimated one third of current South Asian publications. Few libraries have been in a position to concern themselves with what may be missing in this acquisition program, nor can they usually afford to be. A limited antiquarian book market and internal pressures from faculty and other interests have resulted in competition for retrospective titles by libraries which might better have coordinated their mutual interest and reached into new areas. Traditional views in respect to size and prestige together with heavy commitments to management of P.L. 480 receipts have tended to result in heavy duplicative, random collections rather than collections carefully developed to serve specified purposes. Again, if cooperative projects are to succeed, they need to be more carefully coordinated than in the past.

Other needs and problems that confront South Asian programs and the libraries designed to serve them are readily apparent. Some of these problems are similar to those in other area studies and some are, to a degree, distinctive to this area.

For years South Asian bibliographers have hoped to find the time to assess their own collections, the idea being that, once this was accomplished in a number of libraries, the results could be combined and pertinent data concerning holdings in all libraries produced. Few South Asian librarians have had the time to develop and integrate data about their own collections, and national committees, such as the

Committee on South Asia Libraries and Documentation (CONSALD), have been unsuccessful in securing special funds for such projects. This needed task remains to be done and it will require planning and financial support.

It is also true that the libraries in this country cannot rely, in their efforts to acquire copies of certain important source materials, upon the collecting activities of national libraries in the sub-continent. In certain regions, such as Sri Lanka (Ceylon), Bangladesh, and Nepal, they are non-existent or in the process of being born. Even in India, which is credited with having the best organized library system in the area, its National Library is collecting and recording less than 60 percent of what is published.

It may be too early to predict what kinds of resources will be needed to accommodate American South Asian scholars into the foreseeable future, but the past 20 years of experience offers a base upon which to develop such an assessment. A recent Conference on South Asian Libraries held, in conjunction with the convention of the Association for Asian Studies in Boston (April, 1974), made a good start in this direction. Papers and discussions at this meeting reviewed the problems and needs of the research-oriented user through the needs of those engaged in general educational programs in high schools and colleges. The effectiveness of the P.L. 480 program was reviewed, as were the need for changes in traditional inter-library loan policies, the need for the expansion of the South Asia Microfilm Project (SAMP), the problems of

bibliographic control, of communications among all interested parties in the field (faculty - librarians - administrators), the continuing need for improvement in the training of South Asian librarians and bibliographers, and the necessity of improving the coordination of the efforts being made by CONSALD, SAMP, and other associations and foundations.

Out of these deliberations and others, evidence appears to be accumulating that for South Asia, as for other area programs, a national scheme is needed that would coordinate and make use of the best efforts of government, universities, associations, and agencies already in existence. The multidisciplinary nature of South Asian Studies has demonstrated the need for a continuing coordinated approach to collection development. The volume of publishing is large and growing and, as in other areas, the cost of acquisitions is high. Inflation and the need to accommodate to a poorly organized book trade help account for this high cost. There are a number of esoteric languages represented in South Asia and only a national program would appear likely to coordinate collecting activities successfully. Publications are often of poor physical quality and require special treatment to assure their preservation. Admittedly, the number of scholars in this field is relatively small and the costs associated with acquiring, organizing, storing and servicing these collections indicate that the cost/benefit ratio is disadvantageous for a single library. The decline in the number of libraries attempting to maintain comprehensive collections of

South Asian materials has been mentioned and it is now questionable if those still working at this task can long continue to do so under present budgetary restraints. It is important that ways be found to sustain these efforts.

Southeast Asia

Southeast Asian Studies confront a problem already referred to in respect to other area programs. The bibliographic control of materials needs to be improved. Several Southeast Asian countries have developed national bibliographies but none of these meet western standards of bibliographic control. Even the value of these efforts is limited since 90 percent of the titles listed are out-of-print by the time the bibliographies are published. This situation compounds the difficulties of the acquisition of retrospective materials and these national lists provide, at best, an historical record of what has appeared.

Currently there are ten Southeast Asia Centers in this country but the present financial squeeze has already made inroads into their collection and service potential. The general decrease in the purchasing power of the U.S. dollar in foreign markets, inflation at home, a greatly increased production of scholarly publications on Southeast Asia, the growing uncertainty of government and foundation support, all serve as warning signs that the quality of our collections and the ability of our libraries to live up to their regional and national responsibilities in this area are endangered. This is true even though six or so libraries, in addition to the Library of Congress, have managed, during the affluent years, to build good to very good collections on various countries of Southeast Asia. The seriousness of the money crunch is dramatically illustrated by recent policy decisions made at Yale University. The

following report on problems faced by the Yale Library's Southeast Asian program appeared in the April 1974 issue of the Yale Alumni Magazine:

> The library has also been hurt by the financial pinch. The budget for 1973-74 shows a cutback of 53 percent in acquisitions and 50 percent in staff compared with two years ago... Yale's contribution to the SEA collection budget has fallen by 36 percent in the last two years. Thus the continuing value of Yale's most durable asset in SEAn studies is in question.

One of the finest university library collections, the one at Cornell, does not yet face as crucial a financial bind, but only because the University has been willing to assume responsibility for supporting a larger percentage of the costs for library acquisitions and staff. Considering the other programs competing for support at Cornell, or at any other university, it is a question as to how much longer university administrations will be able to provide these necessary funds.

Obviously, financial assistance is required here, as in other library area operations, and on a continuing basis, if rational planning and development of these services are to be maintained. The sad truth is that, as a result of the world-wide inflation and the competition of other libraries here and abroad, more money will be needed in the future merely to avoid major reductions in these programs. It is doubtful if thoughtful people foresee the likelihood of individual libraries in the

future doing a more effective job of collecting and servicing these materials than they have been able to achieve in the past. Again, one of the more attractive approaches to a solution of this problem appears to lie in the development of a nationally planned and coordinated scheme of cooperative activity.

All available evidence confirms the view that the era of unrestricted free enterprise in these undertakings is no longer viable. Nowhere is this more apparent than in the matter of retrospective materials, the costs of which, whether in the original or in reproduction, have become truly astronomical. As noted earlier, in Southeast Asian materials this country has serious competitors in the market. SEA centers are being developed in Australia, Germany, Japan, Singapore and in other parts of the world. Their acquisition endeavors have noticeably increased the demand for and the price of scarce retrospective items.

There is a need for increased funding for microfilming a variety of materials: newspapers, both retrospective and current; periodicals; annual reports; and government documents (many of which, as in the case of Latin America, are in mimeographed form).

Over the years several Southeast Asian libraries issued periodic accession lists (Cornell, Yale, the East-West Center in Hawaii, are examples). Currently, only Cornell produces such a list, and again financial stringencies are responsible for the decline of this effort.

There is a need to develop union lists of Southeast Asian serials held in the United States. This type of enterprise costs money and has been attempted over the years by individuals or by individual institutions, but a continuing effort is required to produce and up-date these highly useful information tools.

The need for more cooperation between governmental agencies and academic institutions is no longer seriously questioned. There is a growing conviction on the part of many interested persons, however, that we now face a situation where cooperation needs to be coordinated at the national level. Over the years a number of far-sighted cooperative efforts have been launched, and in respect to Southeast Asian Studies, as in others, the value of such programs as NPAC and P.L. 480 in support of acquisition activities has been proved. The cooperative acquisition program for regional publications currently being carried on by the Library of Congress and several academic libraries may offer a model for programs in other world areas.

Southeast Asian Studies are, as are the other regional studies, multidisciplinary and stress language study. For this region of the world, training in Indonesian/Malay, Burmese, Filipino, Thai, and Vietnamese is essential. Classical Malay and Old Javanese are also useful, as are a number of other vernacular languages. Library staff in managerial or bibliographic posts need solid grounding in one or more of these languages. To date we have been more successful in developing acquisition programs than in supporting and replenishing library staff in area

studies libraries. Any national scheme devised will need to give thoughtful attention to this aspect of the problem.

Soviet Union and Eastern Europe

Here, as in other area programs, the 1950's and 60's were years of phenomenal growth. In 1951, for example, there were five Soviet-Eastern European centers in this country; in 1974 there are 81 such centers.

A report entitled, Russian and Soviet Studies in the United States: A Review,[13] published in 1972, estimated that a total of approximately 60 million dollars was expended from all sources in 1971 in support of research and training in this country in Russian and Soviet Union programs. Of this total the authors listed $1,588,000 of federal support to NDEA center libraries, and $70,000 and $50,000 respectively to the Library of Congress and the New York Public Library. They provide no breakdown of library support provided by parent institutions or by foundations.

Nevertheless, evidence exists confirming the fact that enormous strides were made in library development in support of Soviet area programs in the past 15 to 20 years. The experience at one university emphasizes this fact. In 1959 Indiana University possessed a collection of 30,000 volumes in this field, overseen by one library employee, and with more than one-half of the collection uncataloged. By 1974 this collection had grown to 240,000 volumes and is effectively maintained and serviced by a staff of ten librarians.

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[13] S. Frederick Starr and J. Bruce Boisture, Russian and Soviet Studies in the United States: A Review (Princeton: Princeton University Institute for Advanced Studies, 1972).

The reasons for the progress in this field are similar to those that account for comparable library growth in other area study programs. During the post-Sputnik period and through the 1960's, a number of universities assigned major funds to build research collections in support of area studies. Other academic institutions supported smaller specialized or teaching level libraries. The NDEA program aided some 20 institutions in expanding their holdings, and the Library of Congress' National Program for Acquisitions and Cataloging (NPAC) enabled libraries of all sizes to save substantial funds by using its centralized cataloging service. During a brief but useful two years of existence, the Slavic Bibliographic and Documentation Center of the Association of Research Libraries published New Slavic Publications and other materials to aid smaller libraries make better use of their limited resources. The P.L. 480 program, here as in other fields, brought useful current materials to participating libraries.

Other accomplishments during the past two decades have been the development of exchange arrangements among a number of American libraries and the major institutions in the Soviet Union. In addition, these years witnessed the development of competent specialists in Soviet bibliography on a number of library staffs.

The challenge of the next ten years in this area, as in the others, will be to continue this effort to the degree possible, while at the same time developing intelligent alternative plans where changed conditions require us to do so. Certain changes in the situation are

already apparent and have been referred to in other sections of this paper. It may be helpful to review them briefly in respect to this particular area: 1) a general increase in the cost of books printed in the U.S.S.R.; 2) a pronounced increase in the rate of new publications in the humanities and social sciences in the U.S.S.R.; 3) a substantial increase in the cost of processing acquisitions in all U.S. libraries; 4) the unwillingness of the centralized foreign acquisitions office for Soviet libraries to expand further the exchange of materials with American libraries; and 5) the closing out, curtailment of, or changing pattern of support to libraries from foundations and the federal government.

Reference has already been made to the implications for area study collections of the expiration of P.L. 480 funds. For the Soviet area, P.L. 480 funds are currently available only for materials from Poland and these funds will probably be exhausted within the next two years. In recent years NDEA funds have supported the activities of 20 NDEA Title VI centers acquiring and processing new books in the Soviet and East European area. NDEA support to these 20 designated institutions ranged from $3,750 to $220,000 per annum. As noted earlier, although this degree of support represented only a modest percentage of the budgets allocated to these programs by the institutions involved, it provided the justification on the part of university administrators to make substantial investments themselves in these programs. It appears reasonably certain that the reduction in library budgets when NDEA funds are withdrawn will be much more substantial than simply the amount of the present NDEA library contribution. Even if some NDEA funds continue

to be made available, there are differences of opinion on how these might best be used in the national interest. The disagreement on this subject ranges from those who argue that any such available funds should be concentrated in five or six regional centers to those who advocate a continuing and possibly even wider diffusion of such funds among numbers of institutions. It would appear necessary, if a national scheme, as suggested in this report, is devised and initiated in the near future that it include: 1) further strengthening of the Library of Congress as a national resource, 2) the designation of regional resource center libraries and 3) the assignment of responsibility to this network of libraries to provide effective service to all levels of area study interests. In this way all regions of the country might be served more efficiently than they have been by a larger number of libraries operating without coordination.

If, as suspected, the time has come when we need to develop a greater concentration of library resources, then any agency or agencies charged with coordinating this effort might find the following proposals of some value as they set about the task of developing policies: 1) to encourage all but the largest libraries to focus their acquisitions in areas of outstanding strength, to build on these strengths by coordinating further acquisitions and use in accordance with such specialization; 2) to encourage Congress to appropriate the funds that will enable the Library of Congress to continue and expand programs such as NPAC; 3) to designate a limited number of library collections as national resources and to urge that the

acquisition programs of these centers be maintained. In the Soviet area, for example, a collection such as that held by the New York Public Library must not be permitted to atrophy.

In this area, as in all the others examined, persistent and unfilled library needs were apparent even during the relatively affluent post-Sputnik period. Needless to say, these still confront us. Some of these are noted below. Improved bibliographic control of the literature in Soviet area studies remains an important priority. For example, there is a need to produce, on a continuing and permanent basis, analytical surveys of collection strengths in libraries in this country and abroad, such as the earlier A Half Century of Soviet Periodicals. The new information sources contained in an increasing number of data banks being developed internally by universities, business, and government agencies, need to be identified and shared more fully than has been the custom. The provision of an annual list of dissertations in progress would be useful in this area, as in all others. There is a need to coordinate, more effectively than in the past, the many photographic activities in this field and to produce up-dated inventories of the materials available in this form. Fugitive materials of importance now restricted to internal use by government agencies or individual institutions need to be inventoried and shared. There is a need for more library initiative in urging reprint or microform copying projects of important out-of-print materials and of materials in short supply throughout the world. There is a need for inventories and guides to

ethnic materials and studies. A newsletter reporting on current library and publishing activities in the area is needed, comparable to the Newsletter, published by the now discontinued Slavic Bibliographic and Documentation Center of the Association of Research Libraries.

Perhaps more attention should be given to the acquisition of non-Slavic language materials emanating from the Soviet Union and Eastern Europe, particularly those of Central Asia and the Caucasus. Of the books published in this part of the world in 1966, 22 percent were in non-Slavic languages, and in 1967 of all the books published in the humanities 51 percent were in these minority languages.

It is apparent in the Slavic area as in others that many useful projects have been undertaken in the past and then for one reason or another aborted or cancelled. Any national library agency, created for the purpose of coordinating the cooperative activities of area libraries, will need to help find ways to see that the truly useful efforts continue to grow and prosper after they have been launched.

Western Europe

Those most deeply involved in Western European Studies express an uneasy conviction that in recent years this area has been neglected. They cite evidence in support of this unease. For example, it is generally assumed that the countries comprising Western Europe are well supplied with national bibliographies and a well-organized book trade. These assumptions, true only in part, have led in this period of retrenchment to the reasoning: let us concentrate on other less-established areas and get back to Western Europe when the financial situation improves.

The decision at the Library of Congress in the mid-50's to eliminate its European Affairs Division came as a blow to concerned persons in the Western European field. The overwhelming importance of the Library of Congress to the knowledge and information needs of this country is not always fully appreciated. Serious consideration should be given to the reestablishment of its European Affairs Division.

Recently there appears to be some evidence of a certain lack of support and a shrinking of faculty interest in Western Europe, following a high point in the 1950's and early 60's when German documents first became available on microfilm. Some universities and high schools have dropped Western European courses altogether. Increasingly, our universities appear to be de-emphasizing language requirements in programs of graduate education. This is true for the major Western European languages: French, German, Italian, and Spanish. The question can be asked: for whom are we building foreign language collections if future students and scholars cannot read these languages?

There is a tendency for our major libraries to collect many of the same research materials from Western Europe and a need exists for more cooperative specialization among libraries. For example, they generally collect materials on the major political parties of a country and files of the major newspapers, but may fail to acquire materials in any consistent fashion reflecting the views of splinter or minority parties. It would seem desirable in these troubled times to acquire a better representation of minority or opposition groups than is now occurring. In this field, as in others, the need exists to collect national archival materials since, in times of civil war or revolution, materials relating to the party and persons out of favor frequently tend to get buried or destroyed. Often knowledge of the situation and swift action are required to get these materials safely out of the parent country. Collecting and providing bibliographic access to pamphlets and political ephemera cause serious difficulties for most libraries. Ordinary acquisition channels do not suffice for pamphlets produced by dissident elements since governments may not be particularly pleased to see libraries collect such items and most book dealers show little interest in supplying them. For example, the numerous publications generated by the May-June 1968 riots in France were, when acquired by libraries in this country, received as a result of direct contact with the students, faculty, or librarians in Paris at the time.

Further complicating the problems in this area, as in others, are the changing fashions in scholarship or the development of new, possibly

long-term, scholarly interests. In recent years the traditional interest in history seems to have declined, being replaced, in part, by changing trends in social science research. Some users have become more critical of traditional library collection policies and express the view that comparative, cross-national, and micro-political research has rendered these traditional library policies obsolete. One illustration of this view is expressed by students who approach the study of Christian-Democratic parties cross-nationally. Scholars in this field argue that it is not sufficent for libraries to provide publications merely from the larger countries, since the experiences of smaller democracies have a similar validity in studies of this type. Our libraries still have some distance to go in understanding current social science trends, if they are to develop acquisition programs properly sensitive to these interests. There is a need to realize more fully the potential value of machine-readable data bases as basic research tools and to fit the acquisition and servicing of these materials into traditional library service operations.

Perhaps a problem distinctive to this particular area results from the fact that librarians responsible for developing Western European collections frequently have other functions and a less cohesive assignment than those confronting an East Asian librarian, for example, and thus find their responsibilities somewhat obscure. Unlike their colleagues in other area programs, they seem less likely to hold a joint academic appointment or to have the opportunity of exchanging

information or ideas through participation in the activities of area study associations in their field.

There are signs of hope as well as frustration for libraries serving Western European area programs. In 1970 the Ford Foundation gave eight universities with strong programs in Western European Studies a grant to establish a Council for European Studies. The Council's goals are to improve teaching and increase research opportunities for students specializing in this area, to coordinate activities among member institutions, and to facilitate research on contemporary European affairs. The proposal developed from beliefs that American social scientists were becoming increasingly interested in Europe after a period during which they had focused on other areas of the world, and that coordinated efforts would improve the quality of research and avoid unnecessary duplication. Council members expressed an urgent need for improved communications about on-going research, facilities, and increased information about archives and data resources. As part of its efforts the Council has inaugurated a series of Memos (the first on Fellowships from Western Europe), co-sponsored a valuable list of Western European Newspapers in the Boston-Cambridge Area, and given serious consideration to bibliographic and data resource questions. Since it is becoming increasingly difficult to raise funds for Western European projects, the Council also publishes a newsletter which lists Western European projects and their sources of funding.

It appears that libraries dedicated to the support of Western European programs could profit from cooperative activities already

existing as progress is made in developing a coordinated national scheme for libraries. Acquisition and storage facilities can probably be worked out by consortia and regional cooperatives. Responsibilities for certain areas of collecting can be identified and assigned. Here, as in other area libraries, collection building should proceed from known strengths, taking into account the increased responsibility for these libraries to contribute the necessary services to their region and to the nation. Solutions for handling the excessive bulk storage problem of newspapers, periodicals, government gazettes, and archival collections will increasingly be found in better coordinated microphotographic efforts. As these collections grow, more and better printed guides to their contents will be needed. The value of the Center for Research Libraries in collecting, storing, and making accessible important and little used materials in a variety of area collections has been noted above. Similar projects for Western European resources would appear desirable.

The time is ripe to establish an organization of librarians concerned with Western European collections and to encourage such a group to meet in conjunction with scholars in the field; an organization comparable to that existing in other areas. Here, as in the other areas, there is a need to provide for the training or re-tooling of librarians through educational or professional experiences in order that they may become better equipped to meet the demands for handling non-traditional resources in the interest of users (machine-readable data potentials, etc.). It is encouraging to note that the Council for European Studies has already established a Committee on Data Resources consisting of

scholars and librarians to examine current activities and recommend means of making non-traditional or machine-readable data more available. This Committee is working with other appropriate agencies and associations, such as the Association of Research Libraries, in seeking answers to these problems.

Here, too, there is a need to conduct user studies in order to determine how current needs and foreseeable future needs of American scholars can be better satisfied and here, as in other efforts, we must move away from the parochialism of merely local interests and face up to national concerns by devising plans supportive of this larger goal.

Recommendations and Conclusions

The preceding review of the state-of-the-art in each of the eight world area programs chosen for inclusion in this report reveals some differences in library needs in the several programs. Nevertheless, anyone studying the situation becomes increasingly aware that there are basic library needs and problems common to all and this commonality accounts for a degree of repetition in the earlier pages of this paper. This section of the report presents the recommendations of the Task Force for satisfying these needs and solving these problems.

The Task Force recommends the creation of an organization, in the form of a permanent Secretariat, charged with planning and coordinating a national scheme capable of providing adequate library support for area study programs throughout the country. It is further recommended that this Secretariat be staffed by a paid professional group whose work would be supported by continuing subsidization from the federal government and the participating institutions. Foundation support for specific projects sponsored by the Secretariat should also be solicited.

It is recommended that the American Council on Education and the Association of Research Libraries take the initiative, with the backing of the National Commission on Libraries and Information Science, in forming this new organization. The Task Force is fully aware that the details of any such national plan would need to be carefully and thoughtfully developed, and that the proposed Secretariat would properly

involve and solicit the continuing support and advice of those agencies, associations, and institutions already contributing to programs in international education. It is recognized that the viability of any such scheme would necessitate a noted improvement in the relationship between government and academia and the Secretariat staff would be expected to pursue this objective.

It would be expected to provide leadership in designating regional library/information resource centers and their supportive libraries. It would encourage recognition of the Library of Congress as the primary national resource and as the single most important contributor to the operations and services of this nationally-coordinated scheme. It would urge that serious consideration be given to the reactivation of the former European Affairs Division in the Library of Congress and the promotion of its African Section to divisional status. It would need to recognize that this proposed network of institutions and libraries must possess the capability of satisfying interests in international education at a variety of levels, from the highly sophisticated needs of research scholarship and government, through the needs of general and secondary education, business, and of an increasingly enlightened citizenry.

The Task Force, therefore, advocates the development of a given number of large multi-purpose regional resource centers. There should be a sufficient number of these centers to serve the needs of all parts of the country. Under the aegis of the Library of Congress

and these major centers smaller specialized centers could be designated in each region which would provide coverage of materials for individual countries and disciplines. Selecting and designating regional centers and their satellite libraries - establishing a workable network of libraries - pose complex intellectual and political problems that require perceptive and thoughtful consideration. Certainly in this effort everything possible should be done to encourage the further development of those libraries that have made real and continuing contributions to the field of international education over the years.

If we are to provide an effective system on a national basis, we need to adopt new approaches to building, maintaining, and servicing library collections. A few of the requirements for a workable national system are: 1) a more precise definition of the resources needed for present and future scholarly endeavor; 2) a systematic and comprehensive approach to acquiring such resources; 3) an organization to index these resources under uniform bibliographic authority and conventions; 4) a coordinated approach for allocation of these resources with a central record of the location of each title; 5) a communication system to transmit requests and exchange messages promptly (teletype, computer data bases, and telefacsimile networks); and 6) a faster, more dependable delivery system than that now available through our traditional interlibrary loan operation. [14]

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[14] Stanley McElderry, "Cooperative Arrangements for Access to South Asian Library Materials: Problems and Prospects," a paper delivered at the Conference on South Asian Library Resources (Boston, April 4-6, 1974).

These requirements and others noted in later paragraphs of this report are, we suspect, applicable to the operations of libraries serving academic interests that go beyond those of area studies, yet these proposals for a network of libraries to serve international education might provide a prototype for a more comprehensive national network to be developed in the future. These requirements imply the existence of a coordinating mechanism that would develop and maintain a national system in support of international education by exploring ways and advocating methods for sharing costs and guaranteeing adequate financial support on a continuing basis. In this way rational planning becomes meaningful. The existence of such a system need not inhibit or constrain the practices of individual libraries, if there are obvious internal reasons for an individual institution to go its own way, but a national system would provide a dependable means of augmenting locally held resources on a comprehensive basis. The greater the degree of success it enjoyed the more attractive it would become to those institutions that initially chose to go it alone. It would encourage the sharing of resources nationally and regionally in a fashion not yet achieved.

The groundwork for a national system exists. Through the efforts of the national libraries, the Association of Research Libraries, the Center for Research Libraries, and the more recently established National Commission on Libraries and Information Science, as well as the supportive activities of the Council on Library Resources, and the Office of Science Information Service (OSIS) of the National Science Foundation, many of the elements of a true national access system are available to us. The National Program for Acquisition and Cataloging (NPAC) has significantly increased the amount of foreign scholarly materials held in libraries in this country and has improved

the bibliographic information available. Further reference will be made to NPAC later in this report. The Association of Research Libraries has recently sponsored several studies of interlibrary loan procedures with a view to rationalizing and improving the present system. It has under study a National Periodical Resources Center to collect and loan publications on a comprehensive basis for the support of all libraries. A pilot project in this area is already under way at the Center for Research Libraries, which also has on-going programs for collecting important but little-used materials for member libraries. The National Commission on Libraries and Information Science is discussing plans for developing a national network of libraries that would coordinate the collection and dissemination of information materials. Again, the Association of Research Libraries has concluded a feasibility study for electronic communication of bibliographic inquires between libraries. The Council on Library Resources has promoted the application of computer technology to the handling of library records, has sponsored conferences to develop standards for the exchange of bibliographic information in machine-readable form and to promote the development of a national data base of such information. These and the efforts of the several area study associations, the American Library Association, the national libraries and other agencies, are no mean accomplishments.

The Secretariat, once established, would find a wealth of subjects to which it could give its attention. Among these the following tasks are especially important:

1) It is apparent that although the degree of bibliographic control of existing resources here and abroad achieved by the several areas varies, dramatic improvement in bibliographic control in international education remains a number one priority in the opinion of all the practitioners in the field. There is a need for the development and maintenance of union lists of serials, monographs, microtexts, documents, archives and other information formats; for analytical guides to collections of strength, to special services; and a need to encourage foreign governments to develop their own national bibliographies. The proposed Secretariat, in its coordinating activities, would find ready support for efforts in this direction from existing professional associations, agencies, and institutions.

2) The Secretariat could be helpful in improving the quality of the dialogue, and encouraging a continuing discourse between the representatives of government and academia in the interests of avoiding unnecessary and costly duplicative effort. There is, for example, a need to encourage all prospective cooperating institutions and agencies to consider the problems posed when they attempt to live with a "nine-fingered hand" and struggle to provide programs in more areas than their resources permit. These institutions should be encouraged to consider the desirability of reducing the number of their program offerings, while strengthening those they retain. The Secretariat should foster activities that would result in a more intensive discourse among the several area study professional organizations and the

professional library groups responsible for serving these interests. Important progress has been made in this direction in recent years and these efforts must be encouraged and made to flourish.

3) The Secretariat could sponsor the production of evaluative guides and documentation for the growing number of materials available in machine-readable data banks that have been developed by a number of government agencies, institutions, and commercial enterprises that presently are not widely enough known or readily accessible to area study specialists around the country. Too many of the non-commercial projects of this type are primarily internal resources. There is, for example, a need to identify, declassify, and systematically distribute a number of reports and studies which have been commissioned or prepared internally by some government agencies and of which no satisfactory comprehensive listing is even available. Individual agencies frequently do not command budgets that permit them the staff to duplicate and distribute these materials widely. Money should be found to make it possible to locate and reproduce the necessary number of copies of such materials as the Freedom of Information Act indicates should be made available to the public. Considering the substantial amount of money already invested, internally or on contract, it would appear foolish not to assume the relatively modest incremental expense involved in making complete collections of such studies available to major research centers. Furthermore, at relatively modest cost, better utilization might be made of government agencies (i.e., consular

posts, embassies, USIA, AID, etc.) as channels for helping to identify new information sources abroad. A considerable overseas information gathering network has long been provided for the military, business, agricultural, and other special interests. Given the public investment already made in establishing and maintaining this network, a reasonable incremental cost would make this intelligence available to our academic institutions as well.

4) The proposed agency could encourage the fuller use of microtext and audiovisual and computer potentials in order to assure the acquisition of one or more copies of materials in short supply and those whose physical condition poses severe preservation problems. There is a massive challenge to improve ways of assuring the preservation of both retrospective and current materials. More attention needs to be given to the selection and acquisition of documents, archives, and important ephemeral materials, and copies of these materials need to be made available in new durable formats. Examples of the value of such efforts are found in the Center for Research Libraries' projects Cooperative Africana Microform Project (CAMP) and South Asia Microfilm Project (SAMP). There is a need to develop a national pool and channels for the circulation and diffusion of audio-, video-tape, and other such materials for language training and a need for providing mutually compatible audio-tape recording and copying equipment in every regional resource center of the proposed national network. Traditional interlibrary loan procedures need to be up-dated and delivery time speeded. Teletype and computer data bases with on-line

capabilities provide tools for achieving this goal.

5) The Secretariat should exert leadership in encouraging more in-depth user studies and then evaluate and report upon the implications of these studies. It is obvious that libraries must continue to study the real needs and work habits of their users if the libraries are to provide effective service and contribute in a meaningful fashion to the planning of financial allocations and priorities within their own institutions and within the national information network once it is established. There is some evidence, for example, that many of our research libraries are more successful in serving the literary and historical interests of area study users than they are science or social science interests. Additional materials useful to these interests are becoming available in formats other than letter-press. Our institutions have made real progress in developing computer-based library systems and the existence of these systems simplifies the task of those engaged in user studies, certainly in accumulating the data that is pertinent to such studies.

6) The Secretariat should encourage programs aimed at improving the training of area study library personnel. There is a need to develop more joint programs at the master and doctoral levels between area programs and graduate library schools and to provide scholarships capable of attracting students to these dual-purpose programs. Support should be forthcoming for programs in continuing education for librarians such as those provided by the University of Chicago's Institute

for Far Eastern Librarians (1969); the program for training Latin American librarians offered by the University of Texas (inaugurated in 1964); the University of Illinois' Institute for Latin American Librarianship (1966), its Institute for Slavic Librarianship (1970), and its Slavic Summer Research Laboratory (1973/74), which attracted 120 visiting faculty and graduate students from the United States and Canada. There is a need to provide continuing educational opportunities to library generalists, such as reference librarians, whose responsibilities have been enlarged to include services related to area programs at the undergraduate level. In order to prevent a glut on the market of trained people for which no job exists and in order to prevent shortages of trained librarians when new scholarly interests occur in area programs, it is essential that a continuing evaluation of the job market be instituted. This would keep us alert to the changing needs of scholarship in the field of international education and the implications of these changes for library personnel requirements.

In addition, the international exchange of area study librarians should be encouraged. One problem here is the general lack of professionally trained librarians in many of the foreign areas. There is also the problem of finding professional librarians in the United States with sufficient language competence to function effectively in the foreign area. It should prove rewarding to provide funds that would bring foreign librarians to this country for training in U. S.

library systems and management and to send American librarians to the appropriate foreign area so that they might gain a better knowledge of its language and culture.

7) The Secretariat should undertake, or encourage, studies that would further enlighten us in respect to ways of moving people to resources as well as resources to people. Faculty and student transfers on a semester or yearly basis would permit qualified individuals to benefit from the environment and the in-depth resources in their fields of special interest available at institutions other than their own. Financial support and inter-institutional arrangements permitting these transfers could be worked out on a more rational basis than currently exists. The needs of interested users who are located in institutions and communities somewhat removed from resource centers must be considered. There are a number of such people spread out across the country, sometimes in small clusters of institutions far removed from major centers. Plans must be devised that will make certain the ability of the designated resource centers to satisfy the needs of this group of users.

8) There is a need to enlarge the scope and coverage of a variety of existing useful projects such as the Center for Chinese Research Materials currently maintained by the Association of Research Libraries; the acquisition and service programs of the Center for Research Libraries; and particularly a number of projects carried on by the Library of Congress. Reference has been made earlier in this paper to the

vital national role of the Library of Congress and the fact that, in the national scheme recommended in these pages, the Library of Congress would be the single most important contributor to its operations and services. We will now examine two of the many important services the Library stands ready to enlarge and improve, but for which it lacks sufficient funds. The first of these is the National Program for Acquisitions and Cataloging (NPAC). The description of NPAC that follows is quoted from a document prepared by the Library of Congress for the consideration of the National Commission on Libraries and Information Science. NPAC was initiated in 1966 by the Library of Congress as authorized under Title II-C of the Higher Education Act of 1965.

> Under NPAC the Library of Congress seeks to acquire abroad, catalog immediately, and disseminate cataloging data rapidly for all current monographic works of research value, in order to meet the urgent needs of American libraries through a centralized national cataloging effort. To avoid unnecessary duplication of cataloging already accomplished in other countries, the Library has adopted 'shared cataloging' techniques wherever possible in cooperation with the producers of foreign national bibliographies - using descriptive cataloging data already prepared for publications in their countries of origin and speeding the data to Washington for completion and publication as quickly as possible.
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> The Library has also increased its cataloging and support staff, established a specialized Shared Cataloging Division, altered

its recommending procedures to speed up book selection and ordering, inaugurated an extra printing shift to hasten the production of printed cataloging cards in the Library Branch of the Government Printing Office, and established abroad ten shared cataloging centers (Barcelona, Belgrade, Florence, The Hague, London, Oslo, Paris, Tokyo, Vienna, and Wiesbaden) and three regional acquisitions centers (Jakarta, Nairobi, and Rio de Janeiro) all of which are staffed chiefly by local personnel. The Library is making available much more quickly than ever before cataloging and bibliographic information in the form of Library of Congress printed cards. A number of cooperating libraries have agreed to search appropriate records of orders for foreign books and report current titles for which catalog cards are not found so that the Library of Congress can obtain the books and catalog them promptly.

Prior to the establishment of this program, independent studies showed that the Library of Congress cataloging for its own purposes met only 50 per cent of the cataloging needs of the research library community. Faced with the critical need to acquire and make available an ever increasing volume of research material, American libraries sought Federal assistance through the Library of Congress with its experience and linguistic and subject expertise. The intention was to reduce the escalating costs of higher education by doing a total job in one central

location as quickly as possible to meet the expanding needs of the research libraries and at the same time to make available promptly for scholarly use important foreign as well as domestic research materials.

The success of the program to date can be measured in part by the great increase in number of books cataloged:

Fiscal Year	Total LC Cataloging Production
1966 (before NPAC)	109,798
1967	125,495
1968	149,249
1969	200,373
1970	223,431
1971	233,517
1972	243,753

This more than doubling in the amount of current cataloging available (an increase of 122 percent) has been directly responsible for savings of many millions of dollars by libraries across the nation. The savings in dollars resulting from NPAC's centralized cataloging activities have more than justified NPAC's expenditures since librarians estimate that by using Library of Congress catalog copy they can save from one half to two thirds of the cost of original cataloging.

NPAC shared cataloging programs now successfully cover the book production of 24 countries as follows:

Australia	Denmark	Italy	Rep. of South Africa
Austria	Finland	Japan	Spain
Belgium	France	Netherlands	Sweden
Bulgaria	German Democratic Rep.	New Zealand	Switzerland
Canada	German Federal Rep.	Norway	U.S.S.R.
Czechoslovakia	Great Britain	Romania	Yugoslavia

NPAC regional acquisitions programs cover an additional 19 countries as follows:

Southeast Asia Program	East African Program		Brazil Program
Indonesia	Ethiopia	La Reunion	Brazil
Malaysia	Kenya	Malagasy Republic	
Singapore	Malawi	Seychelles	
Brunei	Sudan	Somali Republic	
	Uganda	Tanzania	
	Zambia	Comoro Is.	
	Mauritius	French Territory of Afars and Issas	

The research community has urged the Library of Congress to complete NPAC centralized cataloging coverage as soon as possible. Dr. Stephen A. McCarthy, Executive Director of the Association of Research Libraries, stated in Libri (vol. 21, 1971, p. 290) 'this program is still far from complete and falls short of what it might be. Nevertheless, it has demonstrated the great value to the entire scholarly world of full cooperation in producing and maintaining this (national bibliographic) record. The basic good sense and economy of this procedure argue strongly for its fuller development. It is the continuing responsibility of the library community to improve this service and to obtain support for it.'

Thus the expansion of NPAC to perform the total job required is considered to be the foremost national library priority. Current activities for fiscal year 1973 which are funded at the level of $7,667,138 should be expanded to full coverage at a cost of between 15 and 18 million dollars. Full funding will require space for additional cataloging staff. The Congressional funding authorization of nine million dollars in fiscal year 1975 (the last year for which a funding authorization has been approved) must be realistically increased in subsequent extensions of the Higher Education Act of 1965, as amended.

Not only does this program save many millions of dollars for American libraries by reducing duplicative cataloging and freeing scarce technical staff for other library activities, but it also provides widespread information about the availability of current publications worldwide and makes library materials more rapidly available to the users. Furthermore, this program will help contribute to international bibliographic standardization and the rapid and economical interchange of machine-readable bibliographic data between countries. As other national bibliographies may further develop standard bibliographic data on publications of their nations and this information is made available on a timely basis, the Library of Congress may be able to reduce its workload and costs in this area.

In summarizing the values of NPAC we find that it: 1) offers

important national savings by reducing duplicative cataloging; 2) provides information on availability of current publications throughout the world; 3) makes library materials more rapidly available to users; and 4) promotes bibliographic standardization at the international level. The NPAC program could be expanded to accomplish these desirable goals at an estimated additional cost of between $8,000,000 and $11,000,000.

The second Library of Congress on-going project selected for inclusion in this paper is its Machine-Readable Cataloging Project (MARC). A description of this project and an estimation of the funds needed to implement this useful service fully has been supplied by the staff of the Library of Congress and reads as follows:

> The effective automation of the bibliographic apparatus of the Library of Congress, and, eventually, of the American community of research libraries, also the automation of bibliographic services available to American libraries of all types, depends upon the expansion of the MARC data base to include current receipts of materials in languages other than English and French. Hardware and software are presently available for expansion to the other languages using the roman alphabet. Research and development activity is already under way for the accommodation of the Cyrillic, Hebrew, and Greek alphabets and the techniques for accommodating other alphabets are clearly understood and feasible. Only Chinese ideographs pose problems not yet completely solved.

Only moderate expansion is possible within present space limitations but once adequate space becomes available a program of rapid expansion should be initiated. Machine conversion of expected receipts of current monographic and serial publications in all languages and maintenance of this data base is estimated to cost five years hence approximately $1,250,000 above current costs.

In summarizing this overview of persistent and unresolved needs confronting libraries serving area study interests it is apparent that the proposed Secretariat would find many important tasks to which it should give its attention. As noted in this paper, important progress has already been made by those libraries that serve international education but we have scarcely scratched the surface in respect to the shared use of resources. There is much left to be done in eliminating duplicative costs and in designing and instituting methods that will permit a better diffusion of the resources that are, and will increasingly become, available to us. It is to these tasks that a permanent Secretariat could dedicate its energies.

Speculation concerning man's future occupies the minds of most thoughtful people these days, and out of these speculations come contrasting predictions. "No one needs to be told that our age is an age of infinite peril. No one needs to be told that the central question we face with respect to man's future is not what it shall be,

but whether it shall be." Some see man moving rapidly toward a dark age while others see the present period of history as an agonizing transitional stage in his march toward another renaissance. No one can really know the outcome but it is clearly apparent that the problems confronting us will become more, rather than less, complex in nature. Hence, now probably more than at any time in our history knowledge has become a "capital resource" and the proper organization of inquiry in pursuit of knowledge becomes an increasingly important task.

The organization of inquiry in the field of international education is the subject of this paper. It is the conviction of the Task Force that area studies offer a meaningful approach to the proper organization of this inquiry. Perhaps it is best to conclude this paper by quoting the views of a philosopher whose interests lie outside and beyond those examined in the preceding pages.[15]

> All through history, human knowledge, no matter how much the 'experts' might departmentalize it, has been like fluid in a set of communicating vessels: an advance in one of them will result in a higher level in other areas. Now we are increasingly organizing knowledge and the search for it around areas of application rather than around the subject areas of the

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[15] The quoted passages are excerpted from: Peter Drucker, The Age of Discontinuity (New York: Harper & Row, 1969).

disciplines. Interdisciplinary work has rapidly grown everywhere these last 20 years. The many institutes for area studies, whether of Africa, of Russia, or of the modern metropolis, are examples. They bring together men from all disciplines, ranging from economics to psychiatry and from agronomy to art history. Increasingly such interdisciplinary work mobilizes the energies of the university and determines its direction.

This is a symptom in the shift of the meaning of knowledge from an end in itself to a resource, that is, a means to some result. What used to be technology is becoming knowledge. Knowledge as the central energy of a modern society exists altogether in application and when it is put to work. Work, however, cannot be defined in terms of the disciplines. End results are interdisciplinary by necessity.

We will, therefore, see more and more of the work of the university organized toward areas of effectiveness rather than toward a discipline. We will see more and more of it organized as the 'study of China' rather than the 'study of government.' We do need, however, for the study of China, knowledge of government and of the political process. We do, in other words, need the discipline as a tool, a resource, a specialty.

If the importance assigned to interdisciplinary programs now and into the future by Peter Drucker and others, including the

Task Force members, is valid then the recommendations contained in this report for organizing library materials and services in support of area studies take on added meaning and, if implemented, might serve as a prototype for developing nationally coordinated schemes in support of other fields of knowledge.

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